REPORT RESUMES

ED 003 084 4D

A PILOT STUDY OF THE EFFECTIVENESS OF ESTABLISHING AND UTILIZING COMMUNITY LEARNING-STATIONS FOR EDUCABLE MENTALLY RETARDED YOUTH.

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REPORT NUMBER BR-5-0966 PUB DATE SEP 65
GRANT OEG-32-14-0000-1023
EDRS PRICE MF-$0.36 HC-$9.12 228P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *COMMUNITY PROGRAMS, *WORK EXPERIENCE PROGRAMS, *METHODS RESEARCH, *TEACHING PROCEDURES, DISADVANTAGED YOUTH, CURRICULUM GUIDES, PROGRAM GUIDES, COMMUNITY SUPPORT, LEARNING ACTIVITIES, INSTRUCTIONAL TRIPS, SANTA CRUZ, CALIFORNIA

THIS STUDY PROVIDED INFORMATION ON PROCEDURES AND METHODS FOR ESTABLISHING LEARNING STATIONS TO PROVIDE THE MENTALLY RETARDED WITH WORK-EXPERIENCE ACTIVITIES. SUBJECTS WERE 14 STUDENTS, AGE RANGE 16.2 TO 19 YEARS, WITH IQ SCORES OF 50 TO 79. PUBLIC AND PRIVATE FACILITIES WERE USED AS LEARNING STATIONS. THE SUBJECTS PARTICIPATED IN COURSE CURRICULUMS DESIGNED TO DEVELOP CERTAIN SKILLS AND VISITED THE LEARNING STATIONS FOR PRACTICAL EXPERIENCE. TAPE RECORDERS WERE USED TO COMPILE DATA AT THE STATIONS. A REVIEW OF THE DATA REVEALED THAT THESE PROCEDURES COULD ALSO BE USED IN OTHER AREAS OF EDUCATIONAL DISADVANTAGEMENT. (RS)

ED 003084

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September, 1965

The project reported herein was supported by the
U. S. Department of Health, Education, and Welfare,
Office of Education, Division of Handicapped Children and Youth.

ACKNOWLEDGMENTS

Acknowledgment should be given to the Santa Cruz Board of Education, the Superintendent, Mr. Denzil Morrisey, and the Coordinator of Special Education, Mr. Kenneth Lamb, for their interest in exploring all possibilities for providing a practical and functional program for the mentally retarded.

Special thanks are due to Miss Rita Mattei, supervisor of special education, for her help and encouragment in all exploratory experimentation with the special class program, and to Miss Mildred Silliman for her help and advice in preparing this report.

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I. The Problem.

The educable mentally retarded student is one of what has been called the educationally disadvantaged. As Havighurst points out, the difference between the socially disadvantaged and the mentally retarded is sometimes hard to distinguish. (1964, p. 123.) At the secondary level it is necessary to adapt the traditional high school program if the needs of these students are to be met (Educational Policies Commission, 1962) (Ingram, 1953, p. 316.)

The mentally retarded need a functional, realistic program at the high school level. The aims of such a program should be to provide knowledge and training for successful adaptation to community living as well as to home and job. Since the mentally retarded learn best from actual experience, they need first-hand, on-the-spot training in how to use community resources.

Both work experience programs and other community resources have been used in attempts to make education more functional and realistic. (Educational Policies Commission, 1962) (Seyden, 1962.) (Ingram, 1953.) However, most of the students' contacts with community resources per se have been in the form of orientation trips or attendance at concerts, etc. It would seem that the work-experience principle of a learning-station, providing an opportunity to gain practice through repeated use of a facility would be worth exploring as a means of teaching mentally retarded students, of any type, how to use community resources.

The problem being investigated in this study was how the procedures and methods for setting up and using work stations could be used in establishing similar learning stations for other types of community facilities. The aim would be to provide not only orientation, but actual practice in using resources such as stores, post office, employment agencies, public utilities, etc.

II. Objectives.

The objectives centered around the need for exploring the feasibility and methods for setting up learning-stations out in the community so students in a high school class for educable mentally retarded could get first hand practice in using community facilities. The specific objectives were as follows:

1. To determine the methods and techniques that could be used.
2. To delineate, as far as possible, the learning steps or stages that would be involved.
3. To discover the skills and understandings that would be needed by the students in order to participate in such a program.
4. To investigate the kinds of problems that might grow out of use of this approach.
5. To develop a tentative curriculum and teaching guide that would describe the procedures so that further study could be made with control groups to test the value of such an approach to learning.

III. Related Research.

This particular method has not been described in any of the literature that has been reviewed. However, reports on such related areas as work experience, use of community resources, follow up studies, education of the culturally and educationally disadvantaged, and learning of the mentally retarded all have some implications for this type of procedure.

The work experience program has been used as one way of making education on the secondary level more meaningful and practical for those whose education ends with the high school. (Savitzky, 1964) (Taylor, 1964) Goldstein summarized the results of research on social and occupational adjustment of the mentally retarded by stating that it appeared the training programs, plus counseling and guidance services for the retarded, are making a real contribution to the social adjustment of these workers (1964, p. 254). The Educational Policies Commission reported that a strong program of vocational education was needed for all educationally disadvantaged, and listed several purposes of such training. (Educational Policies Commission, 1962). The President's Panel on Mental Retardation felt that work experience was essential in preserving the productive capacities of the nation's mentally retarded. (Report of the President's Panel, 1962, p. 119) Many of the aims and procedures of work-experience programs should work equally well in other types of learning-stations.

Work experience is only one way of using community resources to make education more realistic and functional. The advantage of using trips for first-hand experiences out in the community as part of the learning process with regular classes has been discussed by Olson and others (1949), and by Grinnel and Young, et al (1955). Curtis felt that his research and the three studies he reviewed all showed the value of excursions as an aid to classroom learning (1944). Olson and Bharnuratna concluded after a review of research on field trips that the method was valuable and should be used more. They felt that more research was needed in the use made of community resources (1956). Collings, in his survey of the kind of community experiences children did have, felt that few children had as much as they should (1950). He mentioned, however, that war restrictions may have had an influence on some of his data (Ibid, p. 227). Koopman's report on utilizing the local environment was one of the few that gave details on methods used in taking trips, although this too was with a regular class (1950). Koopman also described the use of trips for interviews with people, and said that in this way the community could become a laboratory for the students in almost any field of study (Ibid, p. 30). Nelson (1953) discussed more of the possibilities of the community as a "living laboratory". The report on the Nebraska Community Education Project (1959) also stressed use of the community as a learning laboratory, although here, too, the resources were seen in terms of observation and knowledge rather than for practice in using. This idea of a learning-laboratory is closely related to the idea of use of community facilities as learning stations.

Follow up studies have shown a generally adequate adjustment to community life for the mentally retarded as adults. Goldstein (1964) in his discussion of these studies points out the changing problems as our society becomes more complex, more mobile, with more need for decision-making. However, community life was usually studied in relation to work and family living, with community participation seen only in its negative aspects of presence or lack of a police record. . There have been no studies which have attempted to investigate the influence of community participation on success in family or job adjustment. As problems in motility, Goldstein mentions bus schedules, fares, traffic rules, and courtesies as some of the hurdles the retardate must take in his stride (1964, p. 237.). Both in family and work situations it would seem that problems in using stores, banks, etc., might add to the complexity of living, especially for those who came from more deprived home situations and their consequently more limited experiences.

The problem of cultural deprivation presents overlapping areas with that of mental retardation, as is obvious in the use of the term "Cultural Familial." The action research on providing programs for the educationally disadvantaged has many implications for special class curriculum. (U. S. Department of Health, Education, and Welfare, Office of Education Bulletin, 1963.) All of these programs emphasize the need for relating materials and methods to the experience of the students, and for using trips into the community to expand the students'experience and range of knowledge. However, except for descriptions of work-experience stations, and attendance at musical and other cultural functions none of these projects seem to have tried to extend the concept of the on-the-spot practice of work experience to other types of community facilities. (Ibid.)

Grambs' review of the implications for education from research with the culturally deprived child also has much applicability to work with the mentally disadvantaged (1964). He presents the results from research to support his conclusions about the need for learning to use community facilities like hospital clinics, the need for experiences that made sense to the students, the possibilitie for use of tape recorders in learning experiences, and the motivating force of doing things they want to do and are interested in doing. All of these are directly related to the type of program described in this present report.

The projects for the culturally deprived mention the problem of dropouts. Urdal, et al, in a study of dropouts in Washington State, found that both attitude toward school and attendance at school were related to early dropout. Both of these factors could be influenced by a school program which would seem more interesting and practical to the student. This Washington study also concluded that verbal skills appeared to be the most important aspect of intellectual ability (in the measures used in this study), in discriminating between dropouts and stayins. The kinds of experiences which would give the students something to talk and write about would seem to be needed, especially since socio-economic level was related to dropouts in this study, as in others.

Johnson highlights this problem, saying that the slow learners are the forgott students in today's high school (1964). The problem of dropouts has also been discussed by Schreiber and Kaplan (1964), and Schreiber (1964), and reviewed by Millard (1965). In all these reports, emphasis is put on the need for learning experiences that would be related to life experiences for these students. The use of community resources as learning-stations would be one approach to this probl of dropouts which might help alleviate some of the problems in school adjustment and learning.

The research on learning of the mentally retarded would seem to reinforce the idea of the usefulness of learning-stations for any skill or concept that the students might need for adequate functioning in the community. Dunn (1964) and Vergason (1964), in reviewoing the research note the need for overlearning and repetition for retardates. Such direct and repeated learning experiences would be provided by the practice in a learning-station. Chiappone notes the lack of any evidence showing a correlation between adademic achievement and adjustment, and says that perhaps we should not use a mental age as a basis for achievement. (1964, pp. 160-161) The implications for learning-stations would be that on-the-spot experience could help in adjustment to community living for almost any student in the secondary special education program no matter what level of intelligence. Dunn suggests that perhaps pupils' attitudes and motivations may be greater detriments to school learning than intellectual incapacity (1964, p. 13), and that they performed much better under success conditions than under the failure and neutral ones (1964, p. 15). The motivation and success inherent in a carefully structured experience with a community facility would seem valuable not only to that experience itself but for its carry-over to other aspects of classroom learning. It is realistic learning, and satisfies a felt need, especially if the students have a part in the planning and decision-making.

In summary, on-the-spot, first-hand experience out in the community, with repeated practice in the actual situation would make education more meaningful and practical for those for whom high school is terminal education. Such a program would be valuable for preparing such students to take their place as members of the community and users of community resources. It would help attain the educational objectives for the triangle of home, work, and community living.

IV. Procedure

Setting: A high school special class was used, one of two at Santa Cruz High School. Total enrollment at the school was around 1600. There is a second high school in the city-county district. The town is a coastal resort in central California, with a population in June, 1964, of 28,000. A new University of California campus now under contruction will have an ultimate student population alone of 27,000. So the population increase is accelerated in this area, with all the resulting pressures on the school district. There is also a shifting from a recreational-retirement type of community to one with more light industries.

Subjects: There were 14 students, nine senors and five juniors in the fall, and seven seniors and seven juniors in the spring semesters. (Of the two new ones, one had been with this class and teacher for three preceding years.) In both semesters, there were five girls and nine boys. Five students came by bus, the others lived in town and provided their own transportation. Age range in September was 16-2 to 19, with a mean of 17-5. In June, there was only one month difference in the mean age. I. Q. range (mostly Wechsler for adults, with a few Binets), was 49-81, with a mean of 65.57. (The range for the last two years had been from 50-79, with the means between 64 and 65.) Ten of the 14 students at the beginning of the year had been with this teacher before. Only two of these ten were not in the class the preceding year, and they and the four other students had been in the classes at the other high school (one of those classes had been moved to this school this year, because of a classroom shortage at the other school.).

Classroom Procedure: Use of the learning-stations was part of a broader core curriculum that stressed work experience, family living, and community living. A three-hour period in the morning was used for this area of the work. Occasionally a work-experience placement in the morning would interfere with participation in the learning-station activities for an individual student, but such interference was deliberately kept to a minimum during the year of this study.

Practice and drill in the fundamentals were fitted into correlated activities during use of the learning-stations. Usually skills in the three R's were needed as tools is some phase of the learning procedure. The California Achievement Tests, repeated each June, showed no significant differences from past years. (Reading mean, 4.59, range 1.2-8.3. Arithmetic mean, 4.41, range 2.3-6.0. Language mean, 4.72, range 1.9-8.4. These Reading and Language group means were slightly higher than any in the past six years.)

Practically every other subject area that has ever been covered in high school special classes, from science to civics, came into this program. Examples would be a student's needing to register for selective service when he reached 18, or the science in the orientation period before using a station like the Gas and Electric Company.

Collection of data: Learning-stations were set up out in the community. The procedure was fitted into all the other activities of the classroom and school, as part of the total day's program. Tape recordings were made of any classroom activities or lessons that were in any way related to the aims and activities of this type of learning. Tape recordings were also made by the students on visits to learning-stations that involved talking to other people. Additional data consisted of all written work by the students, notes and lesson plans by the teacher, duplicated material prepared by the teacher, and any printed material from the places that were visited. For analysis of the data, tape recordings were typed out verbatim by a secretary. Details from all types of protocols were listed on file cards according to type of lesson or activity, to facilitate handling of material in preparing the curriculum and teachers' guide.

V. Analysis of the data and findings.

The findings are presented in the form of a curriculum and teaching guide. Goldstein has said that for a program to be a testable variable, it should take the form of a curriculum guide and should include the specific methods of instruction. (1959, p. 343) Since this was an exploratory study, this seemed the most practical way of presenting the findings so they would be available for a later study of the effectiveness of the procedure.

Mechanics of Setting up the Learning-Stations: It was discovered that a rather long period of preliminary preparation was needed. For the teacher this included the mechanics of setting up the learning-stations. Interviews were made to arrange for use of the station, and then for discussing detailed procedures including orientation of the people who would actually be working with the students. In the latter, the manager usually talked with his own people, handing on to them the results of discussions about the nature of the students' handicaps, and the necessity for keeping the experiences as much like a real one as possible, especially if role-playing were used. Arrangements had to be made so the students could make their own appointments for interviews, etc. And a procedure was worked out for periodic evaluation of the students' abilities to use the facility. This might consist of notes on the interview form, and/or periodic conferences with the teacher.

There were few problems in actual use of the learning-stations. Sometimes visits had to be postponed because of illness or absence of the person who had been working with teacher or students, bacause of in-service training of personnel, or because of procedures within the stations such as inventory or auditing. Some additional orientation of personnel at the stations was occasionally needed when evaluation showed too much talking down to the students, too much help being offered by well-meaning salesmen when the students were supposed to be doing their own study guides, or unrealistic economic levels being set for the role-playing. The reality of the role-playing sometimes worried a student, especially if prices were mentioned. When they were reminded by the interviewer that it was only practice and this was what was done with anyone who came in, they would be reassured.

The problem of insurance coverage by the school was investigated before the stations were set up. Since students going on trips and to and from work experience were already covered, it was a simple matter to include these trips under the regular insurance. A system was worked out whereby each student was given a room pass for any trip, and this was signed by an adult at the place visited.

Parents were told about use of the learning-stations and why it was part of the curriculum. Suggestions were obtained as to possible stations that might be useful to a particular child. Since parent permission is needed for trips away from school, a permission-form was sent home for signature which gave permission for walking trips during the year. If a bus ride were involved, separate permission slips were sent home as they were needed.

Preliminary orientation of the students: The specific orientation for each learning-station is described in the curriculum guide. In this study, the students went out in pairs, usually, with no adult along. It was felt that the use of the community resources should parallel as closely as possible the way they would be used in adult life. The few group activities included tours of a related facility, arranged like any classroom trip, and two situations where the teacher felt a lesson was involved that could not be repeated and all the students should be there at least to observe. In some instances, several pairs of students might be at a place at the same time, such as a store or the post office. The partner system was used partly as a protective measure when only two were going at a time, partly so the more able might help the less able, and partly because going with someone was less threatening for some of the students than going alone.

However, use of the partners without direct adult supervision, meant that a fairly long preparation period was needed at the beginning of the year for setting the limits, building self-confidence and training in self-direction and methods of evaluation. Most problems of an individual nature were controlled fairly well by careful pairing of the partners, by frequent evaluation periods, and by the desire of the students to continue the program and to be able to go with a best friend. At one point toward the end of the year it was necessary to overcome a let-down period by stopping the trips for a couple of weeks and doing some intensive work in the area of citizenship and setting the limits. The need for this was brought out in the evaluation reports of the students.

A related problem in this preliminary orientation was helping the students understand the problems inherent in their handicap. The procedures are described in detail in one section of the guide, since it seemed so important in order to prevent or minimize problems and to encourage the students to take part when they were timid about getting out and meeting the public.

Another area of preliminary preparation for making such community visits lay in providing further practice in the basic skills that would be needed in order to use any facility. This might include applications of the three R's in writing a check, counting change, or making a telephone call. Such learnings will be indicated in the curriculum guide as they came up for each specific learning-station.

A final area of preliminary orientation was that needed to explain the reasons for these activities, and the process and procedures involved. The first step here was a discussion of all the types of community services the students knew about or had visited. The relationship of all these to possible jobs for the students was stressed. Then a survey was made among the students as to how many of them had ever done any of these things for themselves. Wide gaps in experience appeared, and the teacher explained how they could begin to get this experience and practice using the facilities. Since these were all juniors and seniors, with the end of school near, their comments showed an active interest. Then a list of possible places to visit was made.

The next step involved an explanation of the procedure that would be used, and a discussion of problems that might arise in using these procedures. This discussion brought out the need for parent permission for the trips, preliminary training in using equipment like the tape recorder and telephone, learning the words they would have to use, learning how to make reports and to evaluate what they had been doing, how to work with a partner, etc. The need for good citizenship and good public relations was stressed.

As a final part of this preliminary orientation, steps in the procedure were developed with the students, in terms of what do we need to do first, what comes next, etc. The following steps were outlined:

1. Learning something about the place we are going to visit.
2. Planning what we are going to do.
3. Practicing so we can use any equipment needed.
4. Practicing so we can do anything we will need to be able to do on the trip.
5. Making the appointment.
6. Setting and reviewing any limits so we will remember what to do and how to do it.
7. Making a preliminary trip to know where the place is and what it is like.
8. Making enough visits to the place so we will know how to use it.
9. Taking time afterwards to check on how it went and how it could go better.
10. Making an oral or written report on what happened.
11. Writing a thank-you letter to show our appreciation.

The teacher explained that they would be checked at intervals to see how well they could do the things they were learning how to do.

Use of the procedure: The whole procedure was started slowly, since the students had to learn how to use this method of learning. As they began to acquire more experience, and as the different rates of learning became apparent, more than one station might be in use at a time. Toward the end of the year, there were so many activities going on that the classroom became only a place for preparation, preliminary practice, and reviewing of what had been done. Most of the actual learning was taking place out in the community. Rarely was the whole class in the room at once, unless a special lesson had been planned. At this stage of the learning, the teacher was more of a resource person than anything else. The students were planning and carrying on their own work, with individual help as needed.

For such a system to work, there had to be training in how to work individually and with a partner, how to ignore distractions, plan and carry out your own work, etc. This type of approach had been stressed in what could be called a "project method" in past years. Most of the first semester was devoted to reinforcing the previous learning as the use of the learning-stations was introduced gradually. As part of this individualized approach to learning, a few minutes were taken at the beginning of each day to go over the daily schedule that was on the board, make any last minute plans, decide who was going to be doing what, and check with each student on where he felt he needed more practice and drill for what he wanted to do.

Time was allotted for needed practice and drill in the three R's as part of their daily planning. An individual would get someone to drill him in spelling, or the Hegge-Kirk remedial reading drills, practice his handwriting with a guide prepared by the teacher, read, work on the grammar workbooks, etc. For this kind of classroom work, the only rules were keep busy, and don't bother others. In one sense, this was an example of a situation-test, with the students responsible for their own learning and for asking for help as they needed it. As they showed their proficiency in self-directed work, the pace of use of the learning-stations was stepped up.

Introduction to Curriculum and Teachers' Guide.

This guide is presented as only one approach to the problem of setting up and using learning-stations to provide practice in use of community resources. The curriculum guide can be thought of as an attempt to describe the "What" and the teachers' guide the "How." The first part of the guide is a description of the approach used in the attempt to help the students understand their handicap. This is included as one example of the type of "readiness" training that seemed to be needed. Then the different learning stations are described. The last part of the guide is a description of what have been called "How To's". These are specific techniques that recurred so frequently that they are given once and then only referred to in the guide. An introduction before each section of the guide will give a brief explanation of the situation involved.

The procedures described, even the principles behind the methods used, should not be thought of as conclusive, or set, but as part of an on-going process of constant change and adaptation. However, if no attempt is made to pin down and describe the methods being used, there can be no departure point for further study. This, in essence, is the rationale behind this whole study project.

No attempt has been made in the guide to give references for the ideas and principles mentioned. It should be noted that nothing is presented in the guide that has not been used by this teacher with this class of mentally retarded students. However, for those who wish to go back to sources, the following references are given:

Teaching methods: Kirk and Johnson (1951). Ingram (1953). Wallin (1955).

Research reviews: Dunn and Capobianco (1959). Dunn (1960). Cain and Levine (1963). Ellsi (1963). Stevens and Heber (1964).

Selected Convention Papers: CEC. (1962, 1963, 1964)

Journals: American Journal of Mental Deficiency. Mental Retardation. Exceptional Children. Plus assorted journals in psychology and education fields. See detailed references in research reviews.

HELPING THE STUDENTS UNDERSTAND THEIR HANDICAP

Introduction:

This section was included in the guide only after urging by a teacher who read the manuscript. It is a difficult topic to approach, and it is likely that the approach will be more dependent on the personality and training of the teacher involved than on any criteria for its presentation. However, just because it is such a problem, the procedure used with this class is described here in the hope that anyone using the techniques would be able to fit the suggestions to the specific problems in his specific situation.

It seemed after evaluation and study of some of the early problems the students were having in adjustment to the type of procedures described in this study, that one of the underlying causes was their lack of understanding of their own limitations and possibilities. They needed both to be built up in confidence, and restrained from undesirable actions that could cause troubles. So this is the "aim" of this type of procedure. It does require specific planning by the teacher.

The students needed special help in understanding the limitations their handicap made in their ability to do things and handle incidents that arose. The same problem existed in the work-experience program. In both situations, as problems came up, discussions were held as to why a person was having the problem and what he could do about it. Orientation to the nature of their handicap goes on all through the school program in this school district, and so this was really only a continuation of previous learning. The aim was to make the concepts more concrete by illustrating with specific examples.

General Readiness: Understanding the Handicap

Steps	Possible experiences	Suggested Learnings	Examples of Materials
son for Special ss	Class discussion; list what one needs to know in everyday life as an adult.	1. What the curriculum emphasis is in the particular class; work experience, using the community, making a home, etc.	Copy of course of study adopted by Board of Education.
	Tie in with students' own experiences.	2. In special class, each one can learn as fast as he can or as slow as he needs to; don't have to try to get through book, etc., by a certain time.	Show special materials, work books, drill and practice aids.
	Discussion	3. Have a chance to find out what each one can do, and so they can do more things.	

General Readiness: Understanding the Handicap

Suggested Setting	Suggested Procedure	Principles
I. Orientation period at beginning of school year.	1. Use class discussion technique. Develop the theme more than just an explanation if there seems to be a problem in adjustment to special class. a. Can make a check list with the students so each could rate himself on what he thinks he can do now and what he'd like to learn more about. b. Make a list of things any grownup will have to be able to do at home, school, or in the community.	In all discussions make use of "guiding questions" to get students to take part. Don't just talk to them. Must be based on procedures in each school or class. If students don't see the value of special class, they are apt to rebel, get negative attitudes, not work hard. If students feel their ideas are being listened to, that they are having some say in what is going to be done, they will participate better.
At parent-child conference, especially if student is new to district.	2. Get discussion of how many ways people are different, and ways we are different in how we learn; try to bring out examples among the students, that one student can be fast in some things and slower in others, too, as well as differences between people. Discuss size of regular classes, need to cover a certain amount of ground each year, so all have to learn it or flunk out. Stress fact that in special class each one will be expected to do as much as he can, but since all are different, might expect different things from different people.	Always use face-saving approach in the lessons about handicapping. In special classes, the emphasis must be on effort and each student working up to his own potential; but students need to get this concept too, or they are apt to resent differences in handling and expectation by the teacher.
When a student says he wishes he weren't in a special class, or asks what you have to do to get into regular class.	3. Explain that can do more things if not trying to cover so much ground; if not tied down to regular course of study, can develop our own and explore possibilities, as well as do more things.	Need constant motivation to keep student willing to work as hard as he can. One of the best motivations is seeing what has been or can be learned.

General Readiness: Understanding the Handicap

Steps	Possible experiences	Suggested Learnings	Examples of Materials
		4. How we compare with slower-moving classes in regular program, the difference that hard work, wanting to learn, and work we can do can make.	
		5. Explanation of other non-academic curricula in the HS (shops, music, and art, business education, etc.); explanation of how all programs, including ours, are adopted by Board of Education and get diploma like any other student if complete the course of study.	Copies of course of study from other High School departments.
		6. What the grading procedure is in this class.	
	Discussion of when 3 R's are needed, and for what.	7. We try to learn enough of the 3 R's to use outside of school and in learning more in school.	Examples of signs, sales tags, forms to be filled out, etc.
	Discussion	8. Classes kept small so teacher can give extra help when needed, so each can help with own problem.	

General Readiness: Understanding the Handicap

Suggested Setting	Suggested Procedure	Principles
	4. Discuss how others have trouble keeping up with regular classes. If ability grouping in High School, talk about how and why some people have trouble learning, aren't interested in what is being taught, don't see how it can help them, don't want to learn, won't try, etc. Explain how some of our students work harder and learn more than some in slower groups in regular class.	Same principle as number 3 on preceding page.
When a child expresses a wish that he could take a certain course or learn how to do a certain thing.	5. Explain how they can take some of the non-academic classes. Explain the meaning of term, how these are courses that don't stress 3 R's or getting ready for college or training for professions like a doctor, dentist, or lawyer. List on board some of these courses. Have discussion of some they might like to try.	You will find some MR students who have decided they are going to be teachers, MD's, etc. Need to begin to orient as to practical planning for future.
Whenever questions come up about report cards.	6. Explain how grades are given or other evaluation procedures. Explain importance of effort in non-academic classes, including P. E. and this. Explain importance of evaluation in any kind of work; how in school it can make a difference in how many years it takes you to get through school, sometimes.	Same principle as number 3 on preceding page and number 4, above These students can be taught simple evaluating procedures as part of the concept of checking for themselves how well they're doing.
	7. Have students help make a list of all the places we need the 3 R's outside of school.	If we stop to think, it is surprising how little of the 3 R's are needed in everyday living for most people.
	8. Can talk about what would be a good size class to work in. Ask what size classes they have been in. Remind how they feel when in a big crowd.	One thing that is "special" is the limit set to class size; stude need to have some concep of the advantages of this.

General Readiness: Understanding the Handicap

Steps	Possible experiences	Suggested Learnings	Examples of Materials
	Former students can talk to the class.	9. Importance of High School Diploma Boss wants to know you can finish what you start, that you aren't a quitter or drop-out.	Articles in newspapers and magazines about drop-outs.
	Usually former students who were drop-outs are known or will come and tell troubles they had in getting work, etc.	10. Problems of students with learning handicap like ours, who tried regular class, and why it rarely works.	

General Readiness:	Understanding the Handicap	
Suggested Setting	**Suggested Procedure**	**Principles**
Question comes up of whether to quit school; sometimes it is a question of whether to take a job that has been offered or stay in school.	9. Talk about why they need a diploma; what a diploma stands for. Read to them, or have one of them read articles about the importance of finishing school. Point out the fact that for them it is the not-quitting part that is important not so much how much they learn. Some discussion can be done.on question of "graduating" into a full time job if a good one opens up, student is mature and older, job looks permanent.	If program is geared to students needs, if they are having learning experience that gets results and that they,like, drop-outs will be at a minimum. If the question comes up, an analysis is needed of reasons why, and maybe an adaptation of program to better suit a student's needs. If leaving for a good job, this is one kind of "graduation."
Only if question comes up; sometimes if it is a question of hating "special" label and they want to drop school.	10. Need to bring out in discussion the number of hours of study every day that it takes just to pass with a "D." How hard it is to keep up; the amount of pressure a person would be under; that would have to satisfy regular program requirements, including courses they don't have to take in special curriculum.	Sometimes, especially if have cultural deprivation or a real learning problem that has responde to remedial training as student gains maturity, placement in regular grade in high school is warranted on a trial basis. It can work if done carefully, it is probably justified if labeling in the school is a real problem, or if there are indications of mistaken diagnosis in the past or perhaps if student needs a chance to prove to himself that special class is the place he can learn best.

General Readiness: Understanding the Handicap

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
II. A problem with any handicap.	Class discussion. Visit school for crippled children. Have handicapped person talk to class.	1. There are many different kinds of handicaps (list some.).	Newspaper and magazine articles; Governments pamphlets.
		2. All have the same problem: Getting a chance to show people what they can do; getting people to let them learn how to do things.	
		3. Need to find out what a handicap means in everyday living and working; have to learn how to get around it or how to avoid the trouble entirely.	
	Man from Goodwill Industries talk to class. Man from Easter Seal organization.	4. Community resources to help the handicapped.	Posters, pamphlets, etc., from volunteer agencies.
III. Problems with MR.	Class discussion; tie in with students' experiences.	1. a. Can't learn as much or as fast; may forget easier; get mixed up more easily. b. Usually find it easier to do a thing than to talk about it. c. Find it hard to look ahead and tell what consequences of their acts will be; need to know there are always consequences, good or bad.	Newspaper and magazine articles on employing the handicapped, and on MR and its causes and prevention.
	Teacher explanation.	2. There is a difference between mental handicap and mental illness.	Pamphlets, etc., from ARC, Kennedy Foundation, U. S. Government, etc.

General Readiness: Understanding the Handicap

Suggested Setting	Suggested Procedure	Principles
II. Some comment or problem comes up. Same as I. What kinds of things can handicap a person?	1. Use class discussion. Put the list on the board, as they give ideas.	Need to be specific, be as concrete as possible.
	2. Lead them, through questions, to see that any kind of a handicap has its own problem, but that all have the problem of getting people to see the person and not the handicap, to see what anyone can do. Need a chance is all, and then can show what is possible.	If they can see the problem others have, their own won't seem so bad.
	3. Can use magazine articles and books of people with multiple handicaps. Example: Helen Keller, who learned to live with here handicaps and still accomplished a lot. Discuss with them how a blind, deaf, etc., person could handle his problem.	Any person has both assets and liabilities, and needs to knwo how to use the good things and not let the others get in the way.
	4. After a preliminary orientation, bring in outside speakers, like Goodwill, Easter Seal, etc., to tell how the community does have facilities for helping people to help themselves. (See "How To" for outside speaker.) (See "How To" for class discussion and writing on board in group story.)	Outside speakers, who know how to talk to teenagers and MRs, can help reinforce concepts.
III. What do you have trouble with, when you try to learn something at school?	1. Through guided questions, get these ideas from them, in their own words, list them on the board. This is a first step to the problem of trying to figure out what to do about it. Much of this should only be repetition on their level of earlier orientation all through the special class program.	Need to pin ideas down to own experiences and problems, get them in own words. Review should be continuous, in a spiral of increasing complexity.
	2. These students, as well as the general public, will be confused about "being crazy" and "being dumb," as they call it. They need orientation on both points. The pamphlets put out by interested organizations, etc., will give you ideas of how to point out the difference to them. They also need some discussion about what to do and say if they are teased. Several suggestions have been made: just grin and say something like. "Aren't we all." Or, with a grin again, "So, I have to work hard for what I learn, but at least I don't give up easily." Students and other teachers will help with ideas here. Use role-playing, if necessary.	Semantics can cause a lot of trouble. Concepts need developing. The students need to learn how to handle problems they will have to face. Draw from students' own experiences and ideas. The MR student may surprise you with how much of both he has.

General Readiness: Understanding the Handicap

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
III. cont.	See class of SMR, on outside trip like visit to fair, or on visit to their class to put on program, etc.	3. In this class, most students don't have much of a handicap; sometimes it can be so bad that a person can't go to school at all; these students will usually have more trouble with school learnings than in what they do outside of school.	
	Have Vocational Rehabilitation man talk to class. Visit and observe different workers on different jobs.	4. Need to think ahead about what can do when finish school. Need to explore job possibilities in their community.	
IV. Understanding the Handicap: What to do about it.	Class discussion.	1. When you have trouble with learning, you need to try harder than most people.	Stories and articles about what people have been able to do in emergencies that they could not do when calmer.

General Readiness: Understanding the Handicap

Suggested Setting	Suggested Procedure	Principles
III. Continued Need to explain what MR is.	3. For perspective on their own problem, it sometimes helps if they can see a really retarde group (and, incidently, see how hard those youngsters have to work for what they get). You can remind them that reading, writing, and arithmetic aren't used too mcuh outside of school, in a lot of jobs. That in school you have to learn something new every day, and use a lot of words, but on a job you only have to learn it once, and then just do it as well as you can, and usually a job doesn't need a lot of words, etc.	Just the fact they are in a secondary school class should be some source of reassurance to them. The thought of a diplom should help, too. With TV, the average family does very littl reading nowadays. Reading in school at this level should be functional.
What difference will all this make to you when you get out of school? Can you work? What have some of our graduates done?	4. Work experience orientation should have covered much of this idea about what lies ahead after school. But this is the place to coordinate the two types of lessons, and bring in the vocational Rehabilitation expert to talk. There are other possibilities too. Sometimes union men will come and talk. They can go through the procedure for taking observation trips, for interviewing people, etc., to learn how much can be done even with some trouble in learning if you know how to learn and how to be a good worker. Graduates of the class who have held jobs might make good speakers, here.	Correlate all school work as much as possible. It is part of the principle of reinforcin in as many different ways as possible. Contact with the world outside of school helps in making judgments.
	Even when talking about having trouble with learning, you need to raise the question, "learn what?" If the implications here are pointed out, it helps their perspective.	Only abstract and comple learnings will be a problem. Even these can be done in steps.
IV. If you have trouble with learning, what can you do about it?	1. Tie in with their own experiences. Explain about men in sports and in the entertainment world, etc., who had been in a special class. The point here is that we need to be willing to to try, and to teep on trying, not give up.	If you want to do something badly enough, you are more apt to succeed than if you think you can't do it.

General Readiness: Understanding the Handicap

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
IV. continued.		2. We can always do more than we think we can, but we need to be practical in what we try to do.	
	Have exhibits of before-and-after practice and drill.	3. We must not be afraid to try, and keep on trying. Don't give up too easily. Use lots of practice and review.	
		4. Don't be afraid of mistakes. Learn from mistakes. Don't keep on making the same mistakes. If we didn't make any mistakes we wouldn't learn anything.	
		5. Learn from the mistakes of others. Don't get into the same kind of trouble.	
		6. There is a need to be especially careful to take time to plan ahead, and then to check on how you did it, afterwards.	

General Readiness: Understanding the Handicap

Suggested Setting	Suggested Procedure	Principles
1V. Continued		
	2. This is a case of pointing out the results of effort. Every so often the news will tell about someone who was able to rise to an emergency. These stories will help dramatize this point. You can also explain how most of us never begin to do what we are capable of, or function anywhere near our limits, and that someone who puts forth extra effort will often do as well as a more talented person who doesn't really try.	Be careful of just "preaching." You can use examples from life to point up a story or idea.
	3. Here, the idea of great athletes who break records will make a good example. Or inventors like Edison. You can even draw these ideas from the students, after such stories, so they will tell you what you want them to understand! Sometimes a teacher can just explain that he isn't worrying about how much a student is learning, but only that he is trying, because you know that if he will only try long enough and hard enough, he can't help learning. The idea of grading for effort can come in here, too.	Students need to get the concept of review and practice, what it is, and why it is needed, and what will happen if it is done right.
	4. These concepts can be reinforced, after being stated, every time a student does do something wrong. They may need to be reminded of it before any kind of test or new activity. It may be important to remember not to scold for honest mistakes, only to point out when carelessness is involved.	Fear of failure is sometimes so well developed that it can inhibit action.
	5. This can be reinforced whenever one student is warned about something, and then another does the same thing. Sometimes, reminding a class as one student is given a warning, that all have had the warning now and they had better not forget again, will help pin this down to a concrete situation.	You need to verbalize most concepts, and then apply them as the situations come up, so the abstract can be made more concrete.
	6. With any lesson that involves planning, this concept can be reinforced. It can be pointed out any time a person "goofs" as the students call it. They need to be reminded that there are consequences to anything we do. With planning and checking on how we are doing, the consequences are more apt to be good. They also need to learn that we should all be willing (cont'd, p. 23)	

General Readiness: Understanding the Handicap

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
	List abilities of this group on the board.	7. Find the tings you can do and work on them. Don't worry too much about the things you can't do, except to know about them and try harder.	Pictures and articles of people who were in special classes and had success.
		8. In many things you can do better than most people who won't be trying as hard. You have to do this, to make up for the handicap. This is why special class teachers expect more of you, will expect you to be better in the things that impress others, like how you act and work.	
	Role-playing, right and wrong ways to act.	9. There is a need to remember that people won't think you are dumb if you don't act dumb. Keep your mouth shut, your eyes and ears open, and find out what to do by watching others. But be sure you learn from someone who knows how to do it right.	

General Readiness: Understanding the Handicap

Suggested Setting	Suggested Procedure	Principles
IV. Continued	6. continued to accept the consequences of what we do. If we take time to plan and evaluate, we will be less apt to have troubles.	
	7. This is part of overcoming the fear of failure, and in developing self-confidence. You need to find things to do that will help convince them they can do things. The type of community study described in this Guide will help, here, but if they do not have some confidence, they will need a lot of support until it begins to develop with the experiences they have. Here, too, as they do become skillful in anything, a comparison with before and after will drive this point home. Most of them can tell about how they learned to do something they really wanted to do. Saving early practice papers, and comparing with later helps make this idea concrete.	One of the major problems in a special class is finding ways and activities to give the students success and status. Students need to be able to see progress. If the steps are small enough, so they can take them one at a time, they can do this.
	8. The teacher really should insist on each student's working up to his capability, and trying everything. Even the teacher will be surprised how much the students can do if they are given a chance, and expectations kept high. You will have to be alert for symptoms of too much pressure, and know when to ease up a bit. As long as a student is learning, the pressure isn't apt to be too much. This is related to number two, preceding page.	Too little pressure is as bad as too much. If review and practice are spaced right, and the work is in steps they can take one at a time, too much pressure is rarely a problem.
	9. This needs to be pounded home again and again. A learning problem, difficulty with the abstract and complex, has little to do with behavior. Learning how to act in different situations, what to do if . . . . will help. Sometimes, they really don't seem to realize that what they are doing isn't a good thing to do. Role playing will help. Trips to watch how other people act and do things, especially as they learn how to handle a check-list, can sometimes point this up. Just talking about some of their problems in class, and getting ideas from each other about what to do about it, is often enough.	Behavior, too, is learned. It is not innate to MR. As MR students get older, they tend to gain more self control, become more able to handle themselves, and be more aware of what is acceptable behavior. Having an admired adult to emulate might help overcome peer problems.

General Readiness: Understanding the Handicap

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
IV. continued.			
	Make charts and checklists.	10. Remember, in everything you have to do, there is both a What and a How. Be sure you know how to do everything you are expected to do.	
	Setting the limits. List laws and school rules. Talk by a policeman. Talk by a student-body officer.	11. You need to find out the rules and laws and stick to them. This makes your work and everyday living easier, and will help give you a good reputation.	Safety and driving posters.

General REadiness: Understanding the Handicap

Suggested Setting	Suggested Procedure	Principles
IV. Continued		
	10. Part of the training you will give them will involve how to learn. By using these What and How categories, in planning and evaluation, they will gradually become aware of the need to take the second step for themselves, of figuring out how to do anything they are expected to do. Making charts of the points brought up in discussing how to do activities in class or out will help. So will lists of steps, and checklists. If the teacher asks What we are going to do and then How are we going to do it, in each planning session before any activity, this skill will gradually be developed in most of the students.	We learn by doing. If they use the categori of What and How as they copy from board, make charts, etc., th concepts become more concrete.
	11. Making rules when setting the limits for themselves in class is a help here. A policeman can give a good talk on why laws should be obeyed, why they are there in the first place, how they help everybody. The students can work together to make a list of common laws that protect us. Some discussion can be done about the unwritten laws, what they are, why they exist. A school or class officer can talk to the group about school rules, some of them listed for their notebooks, as part of the orientation to the school. Use of safety and driving posters helps get this idea over, especially as the students work on driver education. The old story "ignorance of the law is no excuse" needs to be told, explained and illustrated. The point here is also that if you know what to do, you won't get into trouble and get labeled as dumb. Keep stressing that smart people don't break laws on purpose. If you break a law on purpose, be willing to take the consequences, and the fun of breaking the rule should be worth the consequences. They need some discussion of where they could go for help after they leave school, if they are not sure what to do about something.	Rules and regulations are part of knowing How, too. Pin it down to their o experiences. Illustrate a concept repeatedly in a varie of situations.

General Readiness: Understanding the Handicap

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
IV. continued.	Make a list of all the personality assets in the class.	12. You need to remember that the handicap is only in learning. You can balance it by being even better than others in things that impress people, like manners, grooming, being thoughtful and helpful, being cheerful, developing interesting hobbies like art and music, etc., We call all this part of your personality, and it can be even more important than how good you are in math or reading, or how much you know.	

General Readiness: Understanding the Handicap

Suggested Setting	Suggested Procedure	Principles
	12. This is the place to bring in again the fact that what we are and do is more important to other people than any handicap we have. The students can list the things they like about the people in the room. There will be one who is always cheerful, one with especially good manners, one who is always especially neat, etc. (You can usually point out the lack or relationship between this and ability in school work--some of the lowest I. Q.'s will have obvious good points like these.) They will need some discussion in how to develop these kinds of behavior. Often, a talk about being a good actor, so we don't show it when we feel sad or upset, etc., will help. They will be interested in the fact that often if we act a role, it will become easy to do and may finally become a habit, and this works with cheerfulness and politeness, too. Having them think about other people they like, and why they like them, will help. Pointing out good traits in grownups they admire (people on jobs and in stores), will help them see the value of all this. Get them to see these things by use of guiding questions, don't preach at them! This kind of discussion will need to be followed up with reminders and suggestions to individuals as they exhibit undesirable behavior; seem especially glum one day, etc. Evaluation periods can stress these kinds of behavior, as part of "what was good about it," or "what do we have to try to do better." Often, quietly giving a hint or clue to an individual student, after discussion of this topic will help him see what you mean, and help him see what he can do to change a mood or pattern of behavior. In all of this, some explanation of how anybody who works with people, including teachers and clerks in a store, just has to learn these kinds of things if they want to succeed, will help. Mention of the reputation that the class has for good manners, politeness, etc., will make newcomers want to join in and carry on. Repeating to them any compliments you hear from adults at school will help. Teacher or student comments when a student does something especially good, as in remembering to say thank-you, open the door for a guest, share something, etc., will help make the ideas concrete.	Start with where they are, and accentuate th positive. Talking about what someone does well is a form of praise and very rewarding. Need to learn how to do anything they want to do. You can only learn a habit by practicing it. Illustrate abstract ideas with concrete situations. Draw from, don't just pour-in. They need to become personally involved in some way. All important concepts will beed constant reinforcement, and application in a variety of situations. Individualize instruction as much as possible, to help each student see how a lesson applies to him. If they can see a reason why something is important and its value to them, learning will proceed better. Appeals to pride and status can be used for motivation but don't overdo it, and don't us it when it is not tru.

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PACIFIC GAS AND ELECTRIC COMPANY AS A LEARNING STATION

Introduction:

Use of the public utilities, such as gas and electricity and the telephone, grew naturally out of a study of consumer education the preceding year. The telephone office would have been the logical place to start, because of an intensive unit the year before on how to use a telephone. There were also two practice phones and a real phone in the class room. However, the preliminary conference with the manager of the telephone office had revealed that the girls in the office were to start on a six-weeks' training period, so it was more convenient to hold the practice interviews after that time.

Therefore, the first community resource used was the Pacific Gas and Electric Company office, to learn how to apply for service. Since this was the first of the learning stations, it was found necessary to have a longer orientation period for the students than for any of the later stations. The preliminary orientation for developing a concept of what electricity was and how we got our electric power took several weeks. This was done as a science unit. The general procedures for making the learning trips had to be developed, with much explanation and practice of what would be going on during the application interview. The value of such a prolonged preparation period was shown in the later visits to the telephone office; only a general review of procedures was needed then. The evaluation comment by the girl who interviewed them was that they seemed like professionals and were better at listening and participating than most of the people who come in to apply for service.

Preliminary practice in answering the kinds of questions they would have to answer proved important, too. One boy who had missed much of the practice was sent as a substitute for another student. He was not sure of words like "previous" or his address. He was only one of two whom the man thought needed further experience in applying. The value of preliminary planning was brought home to the teacher when a girl who had been absent during much of the planning and review of how to use the study guide got mixed up and didn't follow directions. She was rescued by the office manager when she headed for the District manager's office to get him to help her fill out the study guide! . . (This example of initiative without judgment was important for the teacher; it helped show the need for remembering the nature of the students' handicaps, and for helping them to realize the importance of following directions just because they did have more of a handicap than most people.)

In one sense, the P G & E experience was a better beginning than the telephone office would have been: The kinds of questions asked during application for service did not require the same kind of choice, or decision-making, that was needed for getting a telephone (i. e., no decisions about color, location, type, etc.). This matter of complexity of the learning stations will need careful consideration in any application of the principle of steps-to-the-learning. Another example of this problem was seen in use of a big department store later. This store was much more complex a situation than the post office proved to be afterwards, although a much wider variety of activities was done when the post office facilities were being used.

Learning Station: Pacific Gas and Electric (P G & E)

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
I. Introducing the Topic: General Motivation	Class discussion.	1. See need for electricity and gas.	Posters and booklets from P G & E News articles on restoring service after a storm.
	Look at pictures.	2. See need for knowing how to apply.	
	Compare pioneer days with now.	3. Arouse curiosity about where gas and electricity come from.	
	Bring list of electric appliances from home.		
II. Pretest of concepts.	Take test.	1. Overview of needed concepts to help with awareness of what they need to learn.	Teacher-made test.
III. Preliminary Orientation.		A. What is electricity?	Book: Podendorf *Discovering Science On Your Own*. Chicago: Children's Press 1962 Newspapers and magazine articles. Films: *Electric Circuits.* *Electro Magnets* *Flow of Electricity*
	Get movies and film strips on electricity	1. We know how to use it, but we don't really know what it is.	
	Turn lights on and off	2. Electricity flows through wires, so we can use it.	
	Demonstrate a circuit with battery and wires.		
	Read story from newspaper about accidents.	3. Electricity can be dangerous; it can burn, cause fire, even kill.	
	Demonstrate battery; use flashlight.	4. Electricity can be used from a battery or cell, but this kind can be used up; that in wires can be used as long as the power is making it and the wires are carrying it.	
	Make electro-magnet.	5. There is some relation between electricity and magnetism.	

Learning Station: Pacific Gas and Electric (P G & E)

Suggested Setting	Suggested Procedure	Principles
I. Class discussion of what they will be wanting to learn about next.	1. Can motivate by discussion and pictures of olden time and now.	Need to develop an awareness of something they may have been taking for granted.
II. Do pretest before starting on any kind of discussion.	1. Explain. Helps them if they know how much they already know--so don't have to redo unnecessarily; no grade, just a survey; gives them an idea of what we will be learning about.	Test, teach, retest, reteach. Gives measure of needed vocabulary development (especially multiple choice).
	2. In pretest, discourage guessing in T or F encourage it in multiple choice; latter is much harder to take.	
	3. Test Procedure. Stress not helping neighbor; teacher read questions, repeat as they ask for it, give time to think about answers, especially in multiple choice.	
	4. Scoring. Do item analysis, to see where they are having trouble (may be bad question, or gap in learning).	
III. Follows from motivation and pretest; P G & E booklets, news articles, help set the stage.	1. Class Discussion, Etc. a. For setting any information or concepts. 1. Read, tell it to students. 2. Students retell it in own words. 3. Teacher writes "story" down as they give it (or lists the points). 4. Students copy it in notebooks. 5. Use a review study guide with own notes to find answers. 6. Have test based on study guide questions. (See "How To"; Study Guide and Tests.)	Helps pin down concepts. Reinforces through several sensory channels. Provides varied review. Each step gives a reason for preceding one.
	b. For experiments, outline helps. 1. Purpose. 2. Materials. 3. Procedure (steps in experiment). 4. Conclusions. 5. Summary page (especially if series of experiments or demonstrations), for vocabulary (definitions), and Things-To-Remember.	Help make abstract concepts more tangible.

earning Station: Pacific Gas and Electric (P G & E) continued

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
III. cont.	Bare wire demonstration.	6. How insulation works.	
	a. Try out different kinds of materials in experiment with circuit.	a. Conductors and non-conductors	
	b. See Bare wire Demonstration in reference	b. What happens when there is n insulation?	
		B. Where Does Power Come From?	Booklet: Instant Electricity: P G & E.
	Read booklet.	1. All energy come from the sun.	
	Look at circuit-breaker box in room; nearby fuse box.	2. We make heat from burning things to release sun energy, and use the heat to make electricity.	
	Look at power station at school; transformers on nearby poles, etc.	3. Electricity is made in a powerhouse by spinning a big magnet rapidly past many coils of copper wire.	
	Visit local power station, any nearby dams etc. Visit P G & E Steam Plant.	4. Powerhouse can run from water or steam power. Steam power can come from anything that will heat the water: gas, coal, atomic heat, geyser plants.	
	P G & E Movie and speaker, especially for safety concepts.	5. Transmission lines are needed to carry the power.	
		a. There is a lot of electricity in high power, cross-country lines; don't ever touch one.	
		b. The lines going into your house don't have so much power, but are still very dangerous.	
	Have a speaker from Red Cross, Fireman, P G & E, etc., speak on safety.	C. Safety Rules With Electricity.	
		1. Every circuit must have a fuse.	
	P G & E has movies.	2. When a fuse burns, always find the trouble before you replace it.	
	Class discussion.	3. Always replace burned-out fuses; never try to substitute with a penny, etc.	

Learning Station: Pacific Gas and Electric (P G & E)

Suggested Setting	Suggested Procedure	Principles
B. Follows from preceding lessons. Any time there is a question of a power failure or loss.	1. May need to develop concept of steam power (pressure cooker, kettle of water) 2. Same process as above for recording and learning facts.	Offer a concept of the complexity of it all, rather than a lot of facts. If there is a powerhouse in the area, they could be expected to learn more.
. Part of discus- ion, demonstration. Can come from ews reports of ccidents.	C. Safety Rules With Electricity. 1. With speakers, have overview first, so they can listen with some background in mind. List possible questions to ask; encourage asking questions if they don't understand what he is saying. a. If possible, tape record talks for later review. Use basic procedure for remembering facts (story, study guide, test). (See "How To;" Outside Speaker.)	Safety requires foresight, therefore, difficult to teach here. Reinforce concepts repeatedly, in a variety of ways; use incidental teaching, as situations come up, to point out application of concepts.

Learning Station: Pacific Gas and Electric (P G & E)

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
I. Continued.		4. Never try to fix a toaster, iron or other appliance when they are plugged in. 5. Never touch anything electrical when you are wet or sweating or when the floor is wet. 6. Never touch the inside of a TV set, even if it is unplugged. 7. Keep all electrical appliances out of the bathroom; never try to turn on a light in the bathroom when you are in the tub or shower. 8. Never put your finger or any object in outlets or sockets. 9. Never touch a wire that is down; report it to the nearest P G & E office. 10. If a car knocks down a pole, don't try to get out of the car. 11. If anyone is knocked down or injured by electric shock, never touch them; use some kind of insulating material between you and them. 12. Appliances with worn or broken wiring can cause fires. 13. Overloading a plug can burn out a line; might cause a fire. 14. P G & E will inspect all your electric appliances, etc., to see if they are in safe condition.	P G & E Booklet: P G & E Safety Service.
V. Preliminary Planning: General overview.	Class discussion. Asking parents, etc., how they got it done. Finding addresses in phone book: using city map; phoning to ask parents a question.	1. Where do we get the service? Getting acquainted with the place. 2. Why would we need to go down to the P G & E office? Get electricity turned on and off, if they move.	

TEACHERS' GUIDE

ning Station: Pacific Gas and Electric (P G & E)

ested Setting	Suggested Procedure	Principles
ntinued.	b. Stress just a few facts from each lesson or talk; gradually build up a list of concepts. 2. Movies: Move too fast, often need rerun. Can use movies as introduction, and again at end as review. Demonstration following movie is good.	
lass discussion stage with ding question.	1. Why would anyone have to go down to P G & E office? (To get electricity and gas turned on or off.) Where do you go, right in this city to get it done! a. Can look it up in phone book, ask parents, phone parents during class to ask them.	Put burden on students to find answers to the questions; do in class if possible. Hard to remember home assignments unless they have had a lot of practice. For upper classmen who will finish school in a year or two, the value of this experience can be part of discussion.

Learning Station: Pacific Gas and Electric (P G & E)

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
V. Preliminary Plan: Procedure for trip: General orientation.	Choose partners. Class discussion.	1. Will have partners; may not go with best friend; may need to help someone else. Never go alone.	
		2. One person run tape recorder, one have interview; need record of interview to help write up stories afterwards.	Tape recorder.
		3. Need to help make rules before going.	
		4. Kinds of trips: study guide, interview.	
		5. Need room passes; have them signed by someone there.	Sample room pass.
		6. Need parent permission slips: can just get them once, for all walking trips.	Sample permission blanks.
		7. Importance of business-like conduct, public relations, safety: not getting in way of customers.	
		8. Need for making an appointment for an interview: a. Kind of interview. b. Role-playing. c. How to make an appointment. d. What will happen at appointment?	
	Trip could be planned to visit dispatchers' office if one is nearby.	9. How teacher sets up visits.	

Learning Station:	Pacific Gas and Electric (P G & E)	
Suggested Setting	**Suggested Procedure**	**Principles**
IV. Continued.	b. May need related lesson in using a street map of city; depends on size of city.	
	2. Explain how arrangements have been made for them to go down to see the office, and then to go and have practice interviews to apply for service, at the office. Explain interest of public in education, and remind of their responsibility in good public relations.	
V. Background, as students are ready to start trips.	Planning session to set procedure for all trips; just need review, after this.	
	1. Choose partners carefully; may need to pair so one can help the other; use of tape recorder may determine one partner.	Need to know what to expect, so situation won't be so strange and frightening.
	2. Setting-the-limits is important (see "How To" section), review constantly.	Need growth in responsibility for self and others; no shortcut to setting-the-limits.
	3. Need concept of repeated trips, for practice.	
	4. Stress that trips are part of class work, they are a class; all school rules apply.	"Rules" help structure and give a feeling of security.
	5. Stress fact that they can only go as partners if they want to "do it right"; otherwise, they will need an adult along.	One with tape recorder is getting a preliminary orientation so he will know what to expect in turn.
	6. Need concept of "interview" to tell them what will happen at this particular office; why teacher made arrangements in advance (for practice); real thing, just don't actually pay or get the service connected; just say from Miss H______'s class at the High School when making appointments; can practice how to make appointments and have interview before going down.	Need reassurance, for anything new or strange. Need to know how to do anything they are expected to do.

Learning Station: Pacific Gas and Electric (P G & E)

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
VI. Parent Permission (NB: part of preliminary preparation.)	Getting parents to sign permission blanks for walking trips. Reading permission blanks over in class. Filling in own names and dates.	1. Know why information is needed. 2. Know what is on permission slips. 3. Know how to have them signed; information needed, where to sign. 4. Know when permission slips must be returned.	Copies of permission slips; one to each student.
VII. Preliminary Preparation: How to use Study Guides.	Read study guides. Group reading lesson. Class discussion.	1. Vocabulary on study guides; being able to read them. 2. Understanding what is wanted with questions--how to answer. 3. Getting some orientation on where to look for answers to questions when at the office. 4. How to keep study guides on clipboards so they can write on them on the trip. 5. Helping your partner with the study guide: "How To".	Copies of teacher-prepared study guides.

TEACHERS' GUIDE

Learning Station: Pacific Gas and Electric (P G & E)

Suggested Setting	Suggested Procedure	Principles
VI. Planning for trips.	1. Know why necessary; if need to get in touch; know that trips are part of class work and learning; legal problem.	School has legal responsibility during school hours but parents should know what is going on.
	2. Take turns reading aloud from permission slips; discuss vocabulary like "guardian."	Gives a review of reasons for trips.
	3. Why, time (date), place, type of trip reason for going are given. (In a blanket permission for whole semester no such details, just reasons for trips.)	Part of Public Relations. Correlated writing practice.
	4. Fill in own names and date, mark where parent signs, tell when to be returned.	Part of home-school cooperation.
	5. Teacher should talk to parents about reason for trips; find what experiences the student has had, what others parents would like him to have; let parents know what is being practiced so they can follow through at home.	
	6. Tell students if parents have any questions, teacher will make a home call and explain.	
VII. Getting ready for trip; need help in knowing what to look for.	1. Read study guide in class; need practice so can use it on trip.	Have to be able to use anything expected to use.
	2. Use guiding questions; don't tell answers, must find answers on trips.	Easier to adapt to new situation if know what to expect.
	3. Some will need to learn how to use a clipboard to write on; stress need to write so they and the teacher can read it.	Guides help teach thinking skills, give practice in meaningful 3 R's, help focus attention on details.
	4. (See "How To;" Study Guides) Need reminding that you may need more than one trip.	

Learning Station: Pacific Gas and Electric (P G & E)

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
VIII. A. Preliminary-Preparation: Setting the limits for study guide trips.	Class discussion: listing on board the "rules;" copying in notebooks.	1. Rules of behavior. Examples: a. No smoking. b. Be courteous. c. Be friendly. d. Look happy. e. Stay together. f. Be business-like. g. Don't talk to strangers. h. No gum. i. Don't be a litterbug. j. Talk quietly. k. Watch street safety rules. 2. Don't stop at any other place. Get a separate room pass for a separate trip, if you see any-other place you want to visit.	Copies of teacher-prepared study guides.
B. Review of "Rules"	Review of "Rules," read aloud in class.	B. Reminder of how to do it.	
C. (Should be part of a special lesson under setting-the-limits.) Lesson on not to talk to strangers	Class discussion. Movie on danger of talking with strangers Speaker on what to do if a stranger bothers you. Role-playing "what to do." Writing list of things to remember in notebook. Write stories about what each of the "rules" means. Make safety (or warning) posters.	1. Don't carry on a conversation with strangers. 2. A uniform is no proof that it is safe to talk to a man. 3. If a stranger asks for directions give him the answer politely, but don't go with him to show him. 4. There is a difference between having seen a person before, or even knowing your parents have seen him before, and really knowing him; unless it is an old-time family friend. For all purposes, consider even an acquaintance a stranger on a trip. 5. Good public relations means you must be polite to all people. Answer politely, but don't just volunteer any information or carry on a conversation; you can say your teacher said not to talk, or that you are busy.	Chart of rules. Notes on children's notebooks. Movie: Dangerous Stranger Newspaper clippings of [illegible] molesting. incidents.

Learning Station: Pacific Gas and Electric (P G & E)

Suggested Setting	Suggested Procedure	Principles
XIII. A. Part of getting ready for trip; need to know what to do and how to do it.	1. Remind that they get more done and have more fun if they know what to do and how to do it. They have to do it right or can't do it at all.	Need to show, as specific situations come up, how trouble could have been avoided if there had been good rules.
	2. See "How To" for using technique for setting-the-limits.	Part of developing self-control, responsibility for self and others.
	3. Need review of "rules" at intervals and just before they leave for trip.	
	B. [illegible] les" at intervals and just before they leave for trip.	
C. Preparing for a trip. News of children being accosted or hurt.	C. In this study, we had one incident that might have caused trouble. Hence, separate lesson.	Don't assume a previous lesson will carry over. Have direct teaching of anything that might be a real problem.
	1. Use film as introduction; use news articles.	
	2. Outside speaker will help point up importance of lesson.	As in disaster drill, don't want to frighten them, but help know what to do so they won't panic and will recognize possible danger.
	3. Use role-playing for practice in how to respond to someone who tries to bother you.	
	4. Point out difference between friendly interest that is not prolonged, and really being bothered by someone; Stress point most people are just interested in schools, as taxpayers, and there is a problem in public relations.	Poor judgment and ability to discriminate means more capable students should go with less capable, and a boy with a girl.
	5. List points to remember on board. Get in notebooks, etc.	Watch during role-playing how to pair those who need extra help with one who can give it.
	6. In news articles, point up that it would not have happened if students knew what to do. Stress that a person can be friendly, but still "queer," and you can't tell by looking at him or talking to him.	

Learning Station: Pacific Gas and Electric (P G & E)

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
VII. Cont.		6. If a person insists on bothering you and trying to talk, go into the nearest store or office, and report it if he follows you in. If walking down a street and being followed, go up to the nearest house and ring the doorbell and ask them to report it. (Don't go into this house either, though.) 7. Take a good look at the person so you could identify him later if needed. If you have the tape recorder and can do it without being noticed, turn it on and get a recording.	
IX. Making the Study guide trips.	Orientation trip to P G & E office, with study guides.	1. Where is the office? 2. Hours the office is open. 3. Where deposit box is outside the door and how to get envelope and use it. 4. Where free literature is; which ones they would like a sample of. 5. What the office is like inside. 6. What signs say. 7. Where to go to do business; which window for opening an account. 8. What is the shortest way to go?	Study guides to be prepared by teacher. Clip boards to write on. Pencils. Street map, at least one in the room.
X. (Study guide trips continued Follow-up: Writing Report.	Class discussion of trips with study guides, following procedure for evaluation.	1. Help in enjoyment by sharing of experiences. 2. Discovering what needs to be done to make the trips go better.	Chart or other copy of "rules" set up before the trip.

Learning Station: Pacific Gas and Electric (P G & E)

Suggested Setting	Suggested Procedure	Principles
IX. Trip down to P G & E office.	1. Room passes; clip boards and copy of study guides; check time going and when you have to be back (ready or not).	
	2. Review rules: ask them to tell or read from chart; stress importance of following directions from preliminary planning.	Can't assume they will remember, especially without recent review.
	3. Review how to get there.	Must know how to do anything they have to do.
	4. Usually better to send just one pair at a time, in beginning; later more could go.	Fewer students simplifies the situation; avoids congestion, cuts down on amount of stimulation from each other.
	5. Remind no need to talk to anyone in office, but to answer politely if spoken to.	
	6. No need for tape recorders; study guides give written record.	
X. After first trip and after any series.	1. Class discussion of what happened. (See "How To" for evaluation) For first trips they need to find out where they had any trouble and what could be done about it. First evaluation could be more informal.	Need frequent evaluation to catch problems in tim to prevent real trouble; from first ones will get changes in procedure need for teacher interview with people at the station, changes in partners, new rules, etc
	2. If any real problems come up, you may need to halt trips until they get more learning and practice.	
	3. Teacher should correct study guides as soon as possible to spot trouble areas; trouble may be in situation or in wording of guide.	

Learning Station: Pacific Gas and Electric (P G & E)

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XI. (Study Guide trips continued) Follow-up: Writing Report.	Writing story of trip. Class report on trip (telling others).	1. Review and correction of study guide (may need to repeat trips). 2. Learning from the experience: review to help in remembering. 3. Practice written expression and skills in writing.	
XII. Repeating trip to correct mistakes on study guide.	Two or three trips, as needed.	1. To correct wrong concepts. 2. Learning to further skills involved in looking at and thinking about what was experienced. 3. Improve in ability to follow directions; written and verbal.	
XIII. Preparation for use of facilities; How to answer questions at interview.	Discussion and explanation of kinds of questions they will be asked and how to answer. Role-playing to practice giving answers.	A. Know kinds of things asked and why. 1. Know your own address. 2. Where do you work (occupation or business)? 3. Do you own or rent your home? 4. Who is your boss; his address? 5. Where is the meter at your house? 6. Have you had previous service? Where? 7. How long on present job? 8. Do you want gas or electricity? 9. When do you want the service? 10. Will someone be home? A.m. or p.m.?	Form used at P G & E office when applying for service.
	Write questions down; use as check list during role-playing. Copy questions from list on board into notebooks; write own answers to questions so they can practice them.	B. Explanation that will be role-playing at interview, though the questions are real. They need to practice so they can give an answer.	

TEACHERS' GUIDE

Learning Station: Pacific Gas and Electric (P G & E)

Suggested Setting	Suggested Procedure	Principles
XI. After trip.	1. Students write story (See "How to"; Writing a Story.). For later trips, study guide itself is a written report; need story for first trips as part of evaluation.	Correlates with 3 R's; gives reason for drill. Need a "mind-set" so won't block on the writing.
	2. Tell right at beginning that they will need to write stories and they should be thinking about it.	
XII. Repeat trip if they had trouble with study guide the first time.	1. May need several repetitions of trip; may come right away, or after more practice and review; need to explain that practice is why the learning stations are different from regular trips.	Concept of teach, test, reteach, retest. Helps prevent undue worry and pressure, if they know they can "try again."
XIII. Interview trip is coming up.	1. Teacher should get a copy of the form that will be used at the interview.	Need to reinforce the learning through as many channels as possible: sight, writing, hearing, reading, etc.
	2. Write the questions on the board as you talk about how to answer them; have students copy questions in notebooks so they can refer to them if acting the part of the questioner in review and/or role-playing.	If have a reason for writing, they don't really mind the work involved.
	3. At first stage of review, have the students take turns reading the questions. They can either answer them themselves after reading or call on another student to answer or ask for volunteers.	Use a variety of ways to get drill and practice to avoid boredom and keep interest high.
	4. Teacher can have review, and ask each person, in turn, a question.	Correlate work with other kinds of learning as much as possible; it helps reinforce the learning.
	5. If student has a work experience job, he can give that for where he works; can give own home; can give a make-believe address; but must be prepared for questions about job.	
	6. Need to explain why they ask about job; It is a question of credit, and sometimes how much down payment will be required.	
	7. Work experience assignment should be to know name, address, and phone number of boss; this lesson can reinforce that requirement.	

Learning Station: Pacific Gas and Electric (P G & E)

Stage	Possible Experiences	Suggested Learnings	Examples of Materials
II. Cont.		C. Understanding that person who is interviewing will write down their answers; they don't have to write. D. Understanding of importance of good credit rating affecting the amount of deposit required; importance of paying bill on time, or going down and talking to them if they can't. E. Concepts and vocabulary needed: 1. Previous service. 2. Meter. 3. Occupation or business. 4. a.m. or p.m. 5. Deposit	
IV. Questions the students will want to ask at the learning station.	Class discussion. Copy questions in own notebooks. Review of what has been covered in orientation lessons.	1. What is the cost of service and installation? 2. Do they inspect safety of wiring, etc.? 3. What should you do if you have an emergency some month and can't pay the bill.	Students own notebooks.

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ning Station: Pacific Gas and Electric (P G & E)

sted Setting	Suggested Procedure	Principles
I. t.	8. Homework assignment should be to find out where meter is at home, and difference between gas and electric meter, if house uses both. Can go look at a meter in the neighborhood. 9. They need to have concept of previous service developed; they aren't sure what it means; sometimes don't remember where they have moved from, if moved recently. 10. Even if on work experience job, will need review of how long they have been on job. 11. If they have both gas and electricity at home, they should say they want both at interview; stick to what they have at home (they may not be sure; give assignment to find out). 12. Often their concept of a.m. and p.m. is faulty, and will need developing. 13. It is usually a good idea, in orientation to any learning station, to start a page of definitions; vocabulary relating to these questions should be added (words like previous and a.m. and p.m.). 14. This is a functional thing; if a student gets mixed up with addresses, show him the trick of going to the interview with everything written down on a piece of paper, even his name. 15. Role-playing is a procedure in itself; need to have it set up carefully, though it can be rather informal, just a matter of deciding who is taking what part, and deciding what they will say and how to say it before they begin. (See "How to"; Role-playing.)	Need to keep explaining difference between real and make believe. Credit is an abstract concept; it will need a series of lessons and a special development of its own. This is just an introduction to the concept. Tie in with own experience at home whenever possible. Time concepts are weak; they find it difficult to keep track of time in the past. Be sure that any word or idea they are expected to use is understood, asking questions is one way to test; getting them to use the word in a sentence is another good test. Usually a major aim is to learn one's own address; sometimes a student will have moved a lot or be poor in writing, etc., skills; the real aim here is to be able to use the facility.
y. paring for iew trip. w-up of ation.)	1. Use procedure of guiding questions, list points on board, have students copy in notebooks for later review. 2. Type of questions might depend on student's ability to answer questions they or the teacher bring up during review of orientation notes.	Put the burden on the student for finding answers to questions, whenever possible.

CURRICULUM GUIDE

Learning Station: Pacific Gas and Electric (P G & E)

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XIV. Cont.		4. Any other thing they decide they need to know after a class discussion.	
XV. Preparation for use of facilities. How to go in and ask for service in practice interview.	Role-playing in class. Class discussion of "How To".	1. How to go in and introduce yourself, explain who you are, why you are there.	
XVI. Preparation for use of facilities: How to use tape recorder on trip.	Demonstration of using the tape recorder. Role-playing with tape recorder. Copying check list of steps with tape recorder in notebook. Using check list.	1. How to run tape recorder. 2. How to use recorder on trip: a. How a record will help in reviewing before trying to write story. b. How to carry the recorder. c. How to check out recorder before leaving. d. How to use the recorder while your partner is having the interview. 3. That one taking the recorder will have a chance to see what the interview is like before he does it.	Portable transistor tape recorder.
XVII. A. Preparation for trip: practice phoning for an interview appointment.	Using practice phones in class; practice dialing and what to say. Role-playing with practice phones. Making check list of steps in using phone and in using check list.	1. How to look up number in phone book. 2. How to dial. 3. How to introduce yourself and state business. 4. How to ask to speak to a certain person in an office.	Two practice phones (preferably battery run so they can really use them) furnished by telephone company for classroom use. (See telephone Company Tele-training books).
B. Practice in confirming appointments	Role-playing.	1. Why we need to confirm appointments. 2. What to say, and how to say it.	

TEACHERS' GUIDE

Learning Station: Pacific Gas and Electric (P G & E)

Suggested Setting	Suggested Procedure	Principles
XV. Preparing for use of facilities	1. They need to know and practice just what to say. (See "How To"; Role-playing.) Write it down on the board and get in notebooks for use and review.	They tend to be nervous at the idea; practice helps in feeling of being able to do it.
XVI. Preparing for the trip.	1. See section of "How To"; tape recorder.	Learning *how* before doing.
	2. Teach how to use a check list; importance of literally putting a mark by each step as you do it. (See "How To"; Check list.)	
	3. Give some orientation into importance of taking care of equipment; possible reactions of people who would be self-conscious if talking into a tape.	Public relations problem.
XVII. Preparing for the trip.	1. See "How To" ; telephone, for use of phone.	Same as above. Each of these steps is a separate learning, and needs repeated drill.
	2. Write down on board and get down in notebooks just what to say. (See Role-playing in "How To".) They can practice and listen to selves.	

CURRICULUM GUIDE

Learning Station: Pacific Gas and Electric (P G & E)

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XVIII. Preparation for trips: Situation tests on needed skills.	Using check lists on another student to see if he is ready for teacher-test. Use of equipment and role-playing situations.	1. Evaluation to see if you can do what you have been learning.	Tape recorder, practice phones, check list notes.
XIX. Making the trip: Preliminary to interview: Reviewing limits.	Reading from notes or chart. Discussion.	1. Remembering the need for responsibility, public relations, manners, etc. 2. Review of how to work with partner. 3. Understanding of why we have rules. 4. Understanding of what rules mean in specific situations. 5. Understanding of own problems, and how rules can help. 6. Understanding of importance of partners "reminding" each other so if one forgets he still won't get into trouble.	Chart of rules. Copy of rules in notebooks.
XX. A. Making the trip: Preliminary preparation for interview trip: Phoning for the appointment.	Review of telephone procedure through role-playing. Using a real phone.	1. When it would be okay to come for the practice interview. 2. Practice in using a phone in a real situation. a. How to get an outside line at school. b. How to make an appointment over the telephone.	Real telephone. Teletraining books.
B. Confirming appointment.	Practice and make call.	B. 1. How to confirm an appointment.	

TEACHERS' GUIDE

Learning Station: Pacific Gas and Electric (P G & E)

Suggested Setting	Suggested Procedure	Principles
VIII. Before going on trip: after practice and drill.	1. Teacher probably should do this situation testing, but sometimes a student can be taught to do it. Encourage partners to check each other before going to the teacher for test. (See "How To"; Check list.)	To avoid any unnecessary problems on trip; part of checking on "readiness."
	2. Must check out okay before you can take trip.	
	3. Have each student go through procedure. Use encouragement; stress need to see where more practice would help.	If they see the need or use for practice, they will work hard at it.
Preparation for interview trip.	1. Use class discussion; have students read rules from chart; then discuss; teacher can give a situation where a rule was broken, and ask what rule was involved; point out examples of problems like smoking, that individual students have; ask students to list rules according to some category, like all those for on the way, at the place, talking to someone, etc.	Hard to get carry-over from verbal level to action; at least constant review helps make an awareness of the need for remembering rules. Need face-saving device of "anybody can forget," and so we can remind each other.
	2. Stress need for reminders; even redo rules and just get the ones that really seem to be a problem for remembering.	
A. Need to find out when it is convenient to come.	1. Write down what they will actually need to say (review from early practice), then review about how to use phone; then make real call; partners have to decide who will make the call--usually one having the interview makes it for himself, if two in one visit, then decide which will call.	Really needing to do something will motivate a lot of practice. Need experience in things they might have to do after they leave school.
B. Need to confirm appointment.	1. If appointment is not made the same day, they need a confirming call; review earlier practice.	

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Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XXI. Making the interview trip: preparation: Checking out tape recorder.	Using the check list to get tape recorder set up, and tested.	1. Need for careful checking before use of any piece of equipment. 2. Procedure for getting a tape recorder ready.	Tape recorder.
XXII. Making the interview trip: last review of questions for interview.	Reading and answering questions.	1. Review, to refresh memory.	List or questions from notebook.
XXIII. Making the interview trip; Preparation: Review of "Rules."	Reading over rules, before going.	1. Review to keep rules fresh in memory and understand importance of "doing it right."	
XXIV. Making the interview trip: Procedure.		1. How to make a trip. 2. Room passes. 3. Selecting partner. 4. Reviewing how to get there. 5. Learning how to apply for utility	Tape recorder. Room passes.
XXV. Interview trip: Follow up to trip.	Class discussion. Writing report (or "story") of experience.	1. Review and evaluation to see what problems came up and what was learned about how to use this facility, how to make the trip, etc. 2. How to express self in writing.	

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Suggested Setting	Suggested Learnings	Principles
XXI. Getting ready to leave for trip.	1. Get oral review, or description, of what has to be done (Students may just say, "Use check list."); then go through procedure. Students do the checking.	Need to have "tools" in shape before usin them.
XXII. Morning of trip.	1. The morning they are actually going to have a last review, especially for those who have been a bit unsure. They can just read questions over, or have a run-through with partner.	Helps build up confidence, prevents "blocking" at interview; if kept busy before going, have no time to worry!
XXIII. Ready to leave.	1. Ask them what they have to remember on the trip. Can have a quick reading of list by the pair going.	Reinforces previous learning; last thing done tends to be remembered.
XXIV. Making the trip.	1. Get room passes, to be signed at the place.	Learning by doing.
	2. If anyone is absent, get substitute partner (or at least one to run recorder if needed).	
	3. Have students tell how they are going, what route and where.(cross your fingers!)	
XXV. Interview trips Follow up; Class discussion, etc.	1. See "How To"; Evaluation and Writing a Story.	All evaluation and review is necessary.
	2. In beginning of learning station procedure and as a follow up to discussion of problems during study guide trips, have a time for informal discussions, then, the more formal steps to evaluation as a summary.	More informal session, more of a "bull-sessi can be a review befor they have to find the words with which to write.
	3. After they have had a few trips, the evaluation part can come as part of the story, i.e., each student, or pair of students thinks through his own evaluation steps With this there would still be an informal report to the class, if there is time; at least to the teacher, with the teacher just asking a few questions about what happened. (How did it go?)	You want to train stu to use these procedu for themselves; part training in thinking-skills. How they respond wil depend on the feelin tone of the room.

CURRICULUM GUIDE

Learning Station: Pacific Gas and Electric (P G & E)

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XXVI. Interview trip: repeat of trip as needed for mastery.	More trips.	1. Learning through repeated practice, as needed.	Comments by person at office on need for more practice.
XXVII. Thank-you letters to people involved.	Writing thank you letters.	Responsibility for: 1. Politeness and good manners; good public relations. 2. How to write a thank you letter.	Paper, envelopes, stamps. See grammar workbooks for how-to on letter.
XXVIII. Post test.	Taking final test.	1. Finding out how much we have learned.	Teacher-made test used as pretest.

Learning Station: Pacific Gas and Electric (P G & E)

Suggested Setting	Suggested Procedure	Principles
XXVI. More trips as needed for learning.	1. Arrange for the person doing the interviewing at the office to send back with students a copy of the interview sheet he will fill out, with a note about how the student did, and if more practice is indicated.	Rarely can you learn from just one experience, need repeated practice.
	2. Teacher needs to arrange for telephone check-ups and personal calls to talk to person doing the interviewing at intervals to see what more training is needed.	
	3. Procedure for any trip is repeated; need a diagnostic approach so more practice can be provided in the area where the student is having trouble.	Preliminary practice in classroom seems to count here, few follow up interviews were needed. Sometimes the interview went all right, but the student needed more practice for his own self-confidence.
	4. Need to get student's reaction, too. Part of the purpose is to build up self-confidence so they will use these facilities after they are out of school.	
XXVII. Need to show we appreciate the chance to learn all this.	1. Bring out the importance of thank-you letters as good manners and as public-relations.	Need to practice skills learned.
	2. This should be mostly review of earlier learnings.	Need to tie down abstract concepts by specific examples and experiences.
	3. Can have group-story techniques or individual letters.	
XXVIII. Need to take a test to see how much we have learned.	1. Use same testing procedure as in pre-test. Guessing not mentioned now. (May be half-formed ideas so not completely guessing.)	Need a measure of concept learning.
	2. If post-test shows gaps in learning go back and reteach in any needed areas. Can plan additional experiences if areas to be reinforced are important enough.	Part of test, teach, retest, reteach procedure.

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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

DEPARTMENT STORE AS A LEARNING STATION

The largest department store in the city was locally owned and operated. It was the type of store which most of these students rarely entered. Woolworth's was about the limit of their experience. However, it was desired to introduce them to the idea of credit, and buying on time. So arrangements were made for role-playing in buying some larger item in the furniture department, and going through the process of signing a contract for buying on time. This learning experience grew out of the study of consumer education the year before.

The guide to using a public utility office for a learning-station goes into detail on the basic outline for all learning-stations. In this section of the guide, when the procedure is similar, an outline will be given. When anything specific to this type of experience is indicated, details will be given.

It was found that a department store was a very complex situation for these students. Perhaps, the reason lies in the definition of a department store: A lot of little stores under one roof. It took a prolonged period of orientation to the situation;much time was spent in learning to find their way around in the store. As it turned out, the biggest part of the time was spent in using study guides and just learning what all is in a department store. Only three students participated in the buying-credit part of the learning. This was unavoidable: about the time they were ready to start the main part of the work, the store became involved in some bookkeeping problems in their office, and we had to postpone that part of the practice. Enough records were kept, however, to give an outline of problems and procedures.

It was found necessary to give a prolonged orientation to develop the concept of credit, and its problems, values, and pitfalls. These lessons will be described as part of orientation to the store. Related to the study of credit was an orientation period to sales contracts. Here, too, the concepts were difficult and required a series of lessons (with probably only a general idea emerging of the complexity, as the major part of the learning!). The vocabulary used in this type of more expensive store also proved to be difficult and took more time to master than in most of the learning-stations.

It was during the use of this learning-station that an evaluation period showed a general deterioration in behavior of the students. One reason may have been because several pairs were wandering around the store at the same time, and there was too much interaction. At any rate, a halt was made to the visits for two weeks so an intensive orientation period could be done with setting-the-limits.

CURRICULUM GUIDE

Learning Station: Department Store

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
I. Introduction Motivation.	Class Discussion.	1. They may want to start a charge account at a store; they need to learn how to establish credit and open an account. 2. They may want to buy something on time, especially if just starting out in your own home. 3. Need to know more about the kind of store that is really a lot of small stores in one place, and the kind of services such a store can give you. 4. Use questions to bring out the general points and then give the pretest; not much discussion before test.	Advertising posters and newspaper advertisements.
II. Pretest	Take test.	1. Same procedure as in P G & E.	Same as P G & E.
III. Preliminary orientation: What is a department store?	Copying notes from board to notebooks; class discussion.	1. It is a lot of little stores under one roof. 2. It is so big you could get lost in it; it is hard to find things you want unless you know the store. The store posts a list of departments to help you. 3. A department store gives a lot of services to its customers.	List of departments.
IV. Orientation: Vocabulary development.	Alphabetising the words. Practice reading the words. Word games. Categorizing the words for house, children, etc. Matching the words on signs at store with list. Defining words. Trip to store to get list of names.	1. To recognize as many of the words as possible when seen at the store. 2. To understand what the words stand for, what was in that department.	Word list. Word cards. Word games. Sample signs.

TEACHERS' GUIDE

Learning Station: Department Store

Suggested Setting	Suggested Procedure	Principles
I. Class discussion of ways people use their community. Did they ever know of anyone who lost something they were buying on time because they couldn't keep up payments?	1. Use questions to bring up points, then do pretest.	Tie down to own experiences.
	2. Get discussion of when they or their families ever had a charge account or tried to buy things on time.	Show how it will fit their own future needs.
	3. Talk about different kinds of stores. (Get idea that a department store has a lot of these stores in one place.)	Raise a question of a problem to be solved.
	4. Talk about advantages of having an account in this kind of store, instead of a lot of different accounts. (See "How To"; Class Discussion.)	
II. Should do pretest before start on details in above discussion.	1. Same procedure as with P G & E station.	Same as P G & E
III. Follows from steps I and II.	1. Procedure for setting information and concepts; P G & E.	Same as P G & E.
IV. Question raised about what the names of the departments mean. Need to be able to recognize words so they can tell which department it is from guide list in store.	1. Students, if there are a couple of capable ones, can go down to store and copy list of names from guide list. Or teacher can draw list from students by guiding questions, substituting fancy names if used in this store. (See "How To"; Class Discussion.)	Involve children in the learning as much as possible.
	2. Problem is to recognize words and to know what they mean. a. Words that caused trouble with concept: apparel, decorating studio, draperies, glassware, hosiery, intimate apparel, lingerie, mezzanine, millinery, notions.	Take each student as far in the 3 R's as he can go, but don't let the situation get so frustrating for him that he ends up disliking the whole situation.

CURRICULUM GUIDE

Learning Station: Department Store

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
V. Orientation: Credit.	Class discussion. Copying outline of concepts. Speaker from Credit Bureau. Writing story about talk by speaker. Borrowing money from teacher if needed, if credit was good. Reading sample credit forms (charge, installment buying) from store. Test on concepts. Start a savings account	1. Credit is good if people can count on you and trust you. 2. Credit is needed if you want to charge things or buy on time. 3. Having a savings account is a good way to establish credit. 4. A credit reference is the name of someone who can tell something about you and your credit rating. 5. The Credit Bureau keeps track of anyone who has ever asked for credit. 6. When you pay what you owe, your credit will be good.	Printed story of credit by a teenager, from Credit Bureau. Sample credit . forms from a department store. References: a. Homemaking Seminar, N.Y. Rochester City School District 1963, section on credit, page 29. b. Homemaking Resource units 1962, pp. 53-54

TEACHERS' GUIDE

Learning Station: Department Store

Suggested Setting	Suggested Procedure	Principles
IV. continued.	b. Most of the words on the list need to have reading practice, for recognition.	
	3. Usually at least one student would know most of the words, either to read or define. Some students would learn very ltttle, but on their lists they could learn to match words on signs. (Picture clues could be used on lists, but it was simpler just to send with a partner who could read!)	Understanding, comprehension, is more importance than a sight vocabulary with little or no meaning attached.
	4. Need to follow all ideas possible in developing a word recognition vocabulary but concepts are probably more important, so don't get bogged down in word recognition.	
V. A. Comes in when talk about buying on time, or charging, or borrowing money.	1. Teacher gives beginning concepts, through class discussion; tie down to own experience in wanting to borrow lunch money, etc. List points to remember on board, and follow regular procedure.	Need to clear up mistaken concepts, as well as build new ones.
	2. After preliminary orientation, use outside speaker. Credit Bureau has people trained to talk and keep concepts simple on students' level, fitting everyday behavior of teenagers at home, school, and out in the community. Follow procedure as with speaker in P G & E unit. Can follow up with a review of the printed story by a teeanger. Students can write own story, or can do a group story.	Important to brief speaker on need to keep vocabulary as simple as possible and to tie concepts to everyday activities. By trying to put into own words, comprehensi is increased.
	3. Can make concept concrete by setting up a procedure that will only lend money to a student if his credit is good. "Good credit" comes from paying back money next day or bringing a note from home, if no paid job; paying back at next payday, if paid job.	Use concrete examples to show how concepts apply to situations that come up at school.

CURRICULUM GUIDE

Learning Station: Department Store

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
V. B. Credit: References.	Class discussion. Have assignment to ask three people to be references; get letter of reference from one, at least.	1. A credit reference is a person who may be asked about one's character or ability.	
		2. Give as a reference a person that you you are pretty sure will give a good report; always let the person know you want to use him as a reference; if your reference says it is okay, read letter of reference before using it.	
		3. Usually don't give members of own family as a reference.	
		4. A good reference: boss, if you feel you are doing a good job; your teacher; someone in a place where you do business; an older friend of the family; the minister or priest of your church.	
		5. Usually better to give a local reference that can be checked.	
		6. You will need references if applying for credit at a store; know name, address, phone number, and ask him first.	
C. Credit: What used for?	Find out what credit cards the family has ever used.	1. Kinds of credit cards: gas, diner's card, cards from local stores, BankAmericard, etc.	Sample of credit cards. Sample bills.
	Ask at home if ever use a charge account.	2. Credit for: Installment buying; borrowing money; charge accounts; paying bills like utilities once a month.	Credit Bureau printed material.
		3. Advantages and disadvantages of credit cards.	
		4. Need for wise use of credit.	

Learning Station: Department Store

Suggested Setting	Suggested Procedure	Principles
B. Will need if want to use credit.	1. Class discussion. Emphasize the "why" of all points; try to get answers from students, for the "why."	Rote memory has little value here; need understanding, if want carry-over to use of concept.
C. Comes in from discussion of why bother about it.	1. Discussion; lists for notebook, why they might want some - use questions.	Tie in with own and family experiences.

CURRICULUM GUIDE

Learning Station: Department Store

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
VI. Orientation: Sales Contract.	Reading and discussing sample sales contract	1. Most sales contracts are tricky. The best thing is to deal with a business you trust and leave it up to them.	Sample of sales contracts from store you will be visiting.
		2. Always read over a contract. Ask about what you don't understand. Don't have to sign right away. Can take it home to get help in understanding it.	
		3. Be sure and get a copy of any contract you sign.	
		4. Don't sign a contract with any blank spaces in it.	
		5. Be sure you understand the terms of payment. See if you can pay off earlier without penalty.	
VII. Orientation: Returning and exchanging goods; other services.	Outside speaker from store.	A. Returning and exhanging: 1. Need to keep cash sales receipt.	Samples of different kinds of sales receipts.
		2. Return any defective goods.	
		3. Some things like bathing suits can't be returned.	
		4. If guaranteed for severl years, pro-rate if returned sooner.	
		5. Be careful not to use something until you are sure you are going to keep it. Must be clean, new and resellable.	
		6. 5-day limit on returning some goods.	
		B. Layaway: make payment each month set date you want to pick it up.	
		C. COD: Can phone in an order, pay when it is delivered. (If no charge account.)	
		D. Gift certificate: For cash or merchandise.	
		E. Gift wrapping and mailing	

TEACHERS' GUIDE

Learning Station: Department Store

Suggested Setting	Suggested Procedure	Principles
VII. Need to understand what you may have to sign.	1. Students can read some of contract; mostly the teacher will have to read as they follow. Teacher should probably just read-tell, and then put it into everyday English. (Need some legal training!) 2. Get notes on board for copying in notebook. (Procedure as in P G & E and "How To"; Writing Group Story.) 3. Use points from opposite page as a summary.	This is almost a case of needing to "over-teach" in order to get over the concept of the complexity of the contracts and why they have to be careful.
VII. From class discussion: What services does a department store provide?	1. Same procedure as for P G & E, with speaker. Follow up with story and procedure for remembering facts.	Same as P G & E.

CURRICULUM GUIDE

Learning Station: Department Store

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
		F. Delivery service.	
		G. Floorwalker: like a store detective or policeman, but there to protect the customer too.	
VIII. Writing thank you letter.	Writing letter.	1. Manners	
		2. How to write a thank you letter.	Paper, envelope and stamp.
IX. Planning for trips: preliminary Planning.	Class discussion.	1. Just what they will be doing at the store. Study guide trips to get acquainted. Practice buying (role-playing); practice arranging for payment by installment.	
		2. How to use elevator: a. Push button for number of floor required, or B for basement. Elevator will do everything else. b. Do no touch any other buttons unless elevator stops where it shouldn't. Then push red alarm signal. c. If doors start to close you can stop them by pushing on plastic edge with your hand. It gives an electronic signal and breaks the circuit.	
X. Planning: Study Guide trips: A. How to use Study Guide.	Sample of Study Guide to read through.	A. Same as P G & E.	Copies of Study Guide.
B. How to use sketch map.	Practicing on sketch map of school.	B. How a simple sketch map can help in finding your way around; use of major landmark to orient self with map.	Sketch maps of campus for practice; of store floors to look at.
	Role-playing.	C. Need for courtesy and politeness.	

Learning Station: Department Store

Suggested Setting	Suggested Procedure	Principles
VIII. Need to say thank you.	1. Same as P G & E.	Same as P G & E. Politeness and manners need constant emphasis.
IX. Need to know just how we'll be planning to use store.	1. Explain arrangements that have been made; tell something about how to do it; if any students have had any experience with this sort of thing, draw them out.	Partly motivation; partly to give a "mind-set" so will be prepared.
	2. They need to know location of stairs, too. Study guides should explain when to use elevator and when to use stairs.	
X. Getting ready for study guide trip.	1. Same as P G & E. Have 1 guide for each floor. (If really big store, may want one for each department.)	Same as P G & E. Spatial orientation can be a real problem; so can unfamiliarity with concepts of departments.
	2. Go out with sketch map of school; practice finding; explain how to find where you are on the map, and start from there; how to look for landmark. Show maps of store floor (first one they will use), showing how departments are situated and the aisles. Using main door and elevator as orientation worked well, here.	Need to act out situation and review enough to help it become habitual.

CURRICULUM GUIDE

Learning Station: Department Store

Steps	Possible Experience	Suggested Learnings	Examples of Materials
XI. Planning Study Guide trips: Setting the limits.	Class discussion. Listing rules on board and copying in notebook.	1. Same as P G & E. (Add any peculiar to new situation.) (May just be a review of existing rules.) Don't use elevator, be careful not to handle things, keep aisles clear for customers.	Same as P G & E.
XII. Making Study Guide trips.	Trips to store.	1. Where different departments are in store: locations of elevator, stairs, offices, cash registers, rest rooms, accomodation desk, what is sold in different departments.	Same as P G & E. Sketch map is part of guide.
XIII. Follow up evaluation and review: Study Guide trips.	Same as P G & E.	1. Same as P G & E.	Same as P G & E.
XIV. Written report. Follow up to Study Guide trips.	Same as P G & E.	1. Same as P G & E.	Same as P G & E.
XV. Repeated Study Guide trips	Same as P G & E.	1. Same as P G & E.	Same as P G & E.

Learning Station: Department Store

Suggested Setting	Suggested Procedure	Principles
X. continued	C. Can send down once just to find the place and walk through it; then back again for details. Need several trips here; this will turn out to be a complex procedure; need to break down into steps (floors did it here, the store wasn't too big), like discussion at role-playing of what to do and how to do it in situations that might come up.	Need repeated practice with evaluation; first trip without the sketch map showed in evaluation how confused they were without some spatial orientation; sketch maps solved the problem.
XI. Need to know what to do and how to do it.	1. Same as P G & E. Added rules about not using elevator; being careful not to touch merchandise; keeping aisles clear for others.	If you can't do it right, can't do it at all, until learn how.
XII. Making Study Guide trips.	1. Use procedure for getting ready to leave as in P G & E.	Same as P G & E
	2. See X. C. above.	
	3. The store was so big, that several pairs were sent down at once; had problems with behavior; had to re-set limits; it worked okay after another orientation and setting-of-limits	Situation-testing will really show how good they are at following directions and limits set. Need much preparation and orientation before situation is made more complex by adding more people.
XIII. After Study Guide trip.	1. Same as P G & E. May see need for intensive review and restructuring of limits, since several pairs may be at store at once. (Procedure is described in "How To"; Setting-the-limits.)	Same as P G & E. More people make the situation more complex, need to know how to handle it.
XIV. Need to tell just what happened so have a permanent record.	1. Same as P G & E. Encourage to report their suggestions for how to improve the trips.	Same as P G & E.
XV. Need more practice.	1. Need several trips to cover a big store anyway, and any one Study Guide may need several repeats to get all the orientation down correctly. Procedure is same as P G & E.	Take it in steps they can handle. Give repeated practice as needed.

Learning Station: Department Store

Steps	Possible Experiences	Suggested Learnings	Principles
XVI. Preparation for use of facilities: Orientation.	Class discussion.	1. Review of what they will be doing on the trip; where to go in store; whom to ask for; what will happen, how it will run.	
XVII. Preparation for use of facilities: A. Buying	Class discussion. Role-playing to practice role at store. Using tape recorder during role practice.	A. To practice something they will really use: What to buy and how much to pay on a limited income.	Tape recorder.
B. Arranging for time payments. Review of questions they will be asked.	Class discussion. Role-playing.	B. Know kinds of things asked and why. 1. Address, name and age. 2. Do you want a charge account or contract basis. 3. Parents' names. 4. Where do you work, what kind of job; other jobs ever held; full time or part time job; how long have you worked there; address of present job.	

TEACHERS' GUIDE

Learning Station: Department Store

Suggested Setting	Suggested Procedure	Principles
XVI. Preparation for use of facilities.	1. Explain which department they will go to, whom to ask for; describe what they will be doing.	Need to know what to expect, where to go, and what to do.
	2. Explain that in a store the salesman will help if you just tell him what you want.	
	3. At credit office, the clerk there will tell you what to do with the same contract forms reviewed in class.	
	4. Use guiding questions to get as much of this as possible from them.	
XVII. Need to do it as nearly like what you will really need as possible.	A. 1. Discuss how much they might be making when want to buy some furniture for a home, rented room, apartment, etc.	Need to know how to do what they are suppose to do.
	2. Have two partners decide what they want the furniture for. (What kind of room.)	
	3. Decide what piece of furniture they might want. (May need another trip in here just to look around, and build concept of "impulse buying"vs. planning.)	
	4. Decide how much you can afford to spend with you income. (Teach concept of a "range" here, of not-more-than.)	
	5. Decide if going alone, or if will be a family (Both together).	
	6. Role-play with partner or another pair how to go in and tell what you are looking for, how to ask for service, how to say "just looking," etc. (See "How To"; Role-play.)	Need to get it as concrete as possible; so use role-playing, rat than just talking abo it.
B. Need to review the kind of questions you will be asked when you apply to buy something on time.	1. Same as P G & E XIII.	Same as P G & E.
	2. Explain difference between charge account and contract. Review notes on contract for Department store.	

Learning Station: Department Store

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
B. Continued.		5. Do you have a bank account? Which bank? What kind of account? Checking or saving?	
C. Time payments. What is in the contract.	Class discussion and review.	1. Cost of monthly payments.	
		2. Cost of service charge.	
		3. Can you pay it off in full and save interest?	
		4. How often do you make the payments?	
		5. What date are payments due?	
		6. When does the first payment start?	
		7. Did you get a copy of the signed contract.	
		8. How much deposit do they want until the first payment?	
XVIII. Preparation for using store. Tape recorder practice.	Practice with tape recorder.	1. Review of how to use tape recorder.	Transiter tape recorder.
XIX. Preparation for use-trip: Practice phoning for appointment.	Telephone practice. Review situation test.	1. Review of how to phone for appointment, and how to confirm appointment. (See P G & E.)	Same as P G & E.
XX. Trip to use facilities: preliminaries; making appointment.	Making appointment by phone; confirming appointment.	1. Same as P G & E.	Same as P G & E.
XXI. Making the Trip: Getting ready to go.	Read rule chart. Get room passes.	1. Same as P G & E.	Same as P G & E.

TEACHERS' GUIDE

Learning Station: Department Store

Suggested Setting	Suggested Procedure	Principles
C. Need to review the things they will tell you about your sales contract.	1. Payments depend on cost of what you buy. 2. Remind about service charge and interest costs, and that interest is less if you can pay it off sooner. 3. Discuss need to know just when payments are due, how often, what down payment or deposit is, and when the first payment starts. Show how to make a calendar to remind yourself. Remind about the importance of payments for credit. Can review credit concepts. Need a class review, here and then illustrate with specific examples as each student does the buying.	Need review of learned concepts, as they can be illustrated and applied to specific situations. Constant review and association with own experiences will help set important concepts.
XVIII. Same as P G & E. Review needed.	1. Same as P G & E. Stress is on review. It may not take long, or may require, for some students a complete redo of all steps. (See "How To"; Tape recorder.)	Same as P G & E.
XIX. Same as P G & E. Review needed.	1. Same as P G & E. Same as above. (See "How To"; telephone.)	Same as P G & E.
XX. Can't go until make arrangements.	1. Same as P G & E.	Same as P G & E.
XXI. Getting ready.	1. Same as P G & E. Stress politeness, speaking clearly, in rule review.	Same as P G & E.

CURRICULUM GUIDE

Learning Station: Department Store

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XXII. Making trip.	Trips to store. Tape recording what was said.	1. How to buy something in a furniture department. 2. How to sign up for installment payments.	Learn by doing.
XXIII. Follow up discussion and oral review; evaluation.	Telling about trip to class and/or teacher, or just with own partner.	1. Review of what happened to help memory. Can do it with partner. 2. Evaluation to see how trips could be improved.	
XXIV. Follow up: writing story of trip.	Writing story. Use of dictionary.	1. Same as P G & E.	Same as P G & E.
XXV. Repeat of trips as needed.	More trips.	1. Learn through practice.	Report from learning-station.
XXVI. Thank you letters to people concerned.	Writing thank you letter.	1. See P G & E.	See P G & E.
XXVII. Post test.	Take test.	1. Same as P G & E.	Same as P G & E.

TEACHERS' GUIDE

Learning Station: Department Store

Suggested Setting	Suggested Proceudre	Principles
XXII. Making trip.	1. Takes most of morning. Store preferred they do buying and sign for payment the same day, said most people do.	Learning by doing.
XXIII. Right after trip.	1. Need to tell what has happened to help in remembering and in verbalizing for story. Can tell class, especially in first trips, or to teacher, or just do it with partner. If story follows, this should be informal review and evaluation.	Verbalizing helps clear up concepts, helps set the ideas.
XXIV. Need a written record of what has happened.	1. (See How To for Writing a Story.) Stress importance of thinking through the evaluation, to help those who haven't gone yet. Toward end of year, each should do story independently, unless can't write at all. And do it at school, not at home.	See P G & E. If feel what you do will help someone else, you will take more pains. Story was basis of part of teacher's grading.
XXV. Need more practice.	1. Teacher needs to arrange some method of getting an evaluation from store of how students did, and need for more practice. (See procedure for P G & E.) Maybe practice should be done at a different , but same type of store. Need to arrange for steps in complexity of practice, too. (Our students didn't need more practice, but most capable ones went first.	Same as P G & E. Practice maybe needs to be done in more steps if can arrange it with store.
XXVI. Need to say thank you for all their help.	1. See P G & E.	Same as P G & E.
XXVII. What have we learned.	1. See P G & E.	Same as P G & E.

EMPLOYMENT OFFICE AS A LEARNING STATION

The employment office has a very practical and immediate interest for the students, especially the upper classmen. The preliminary interview with the manager resulted in the Seniors participating in the regular intake procedure. (This will be continued each year for all seniors in the High School classes.) The employment office works closely with the Vocational Rehabilitation Office. They eventually shared material and experiences about the students. For all of the trips to the employment office, the people at the windows were alerted to watch for our students and steer them to the right place if they seemed lost or confused. However, there was little trouble. By this time the students were so sophisticated about taking trips and going into strange offices and places, that they knew how to ask for help and how to keep their eyes open and figure out what to do. Also, after all the drill on citizenship and setting the limits and taking responsbility for self and others, they had little trouble with behavior.

In the later evaluation interview, the man who had been in charge of the group test told the teacher how well the students worked together. He was especially impressed with the way they all helped the slower ones, gave reassurance and encouragement to one another, reminded to keep working, etc.

Learning Station: Employment Office.

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
I. Introducing the topic: Motivation and pretest.	Class discussion. Take a pretest.	1. Need to know how to use the employment office, since it is usually hard for teenagers to get jobs.	
		2. Survey of information needed; see what they still have to learn.	Teacher-made test.
II. Preliminary Orientation.	Class discussion.	A. Review of topic in class: employment agency helps people get jobs. There are both public and private agencies. Public agency is paid for by tax money, private is paid for by employers and workers using the services. State employment agency usually doesn't advertise in newspaper, so need to know how to go down and find out about jobs. You have to have an interview and get enrolled.	
	Speaker from employment agency (State).	B. 1. Employment service is to help you get a job. A person who comes in to apply for a job is called an applicant.	Pamphlet: California State Employment Service and Unemployment Insurance Program.
		2. You fill out an application form if you want a job. You need to have all the necessary information with you: address, telephone number, social security number, list of places where you have ever worked, names and addresses of former employers, dates worked, names of references, schools you have attended, height and weight, birthdate.	Brochure: Tips on Getting a Job.
		3. You will have a counselling interview. Know what kind of job you might like to have, be ready to go over your application blank (adult doing the interview will ask all the questions).	
		4. You will take an aptitude test to find out what kinds of skills you have. Tests take almost three hours.	

Learning Station: Employment Office.

Suggested Setting	Suggested Procedure	Principles
I. Want summer jobs; will be through school soon, need to find work.	1. Explain need for jobs; get some discussion of the difficulty of finding them. 2. Explain that pretest will help them to see what there is to learn, and to see what they know now. Follow test procedure as in P G & E.	This area is usually intrinsically motivating; merely a matter of providing guidance to the learning.
II. Someone is coming to tell us about the State Employment Office; need to know something about it so we'll know what he is talking about.	A. Use class discussion; can check newspaper ads to see ads by private agencies. Ask if anyone has been to employment agency. Talk about where it is; how to find it; look up address, and spot it on street map. (See "How To"; Class discussion.) Discuss things they might want to know about the agency, questions to ask when the man is here. List possible questions on the board, have students copy them in notebooks. (See "How To"; Outside Speaker.)	Need some sort of discussion about a general area before using a speaker, so students will have a mind-set and be prepared if any questions.
	B. Use procedure for having a speaker. (See "How To"; Outside Speaker.)	Outside speakers, if can get their information in simple language on a teenage level, help impress the students with the importance of the topic, add to interest (new face) and provide information not always easy for the teacher to get. Also, these students need practice in learning from all sorts of people, not just the teacher.

Learning Station: Employment Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
II. Continued.			
		5. Employment office also works with employers; helps in fitting the right people to the right job.	
		6. Employment office will send speakers out to help tell the community about services of the office.	
		7. The office also pays unemployment insurance if: lost job through no fault of your own, made $600 in last 18 months, not counting last 5 months.	
	C. Thank you letter to speaker.	1. Same as P G & E section XXVII.	Same as P G & E.
III. Preparation: filling out application blank for Employment office.	Filling out application blank for use at employment office interview.	1. Practice in filling out application balnk.	Application blanks from employment office.
		2. Learning how to get and keep written down for future reference the information needed on an application blank.	
		3. Realizing that this is usually done right at the office when you go in to apply for a job, and no one will be there to help you, unless you take someone with you.	

earning Station: Employment Office

ggested Setting	Suggested Procedure	Principles
C.	C. Same as P G & E section XXVIII.	Same as P G & E.
III. Need to fill out application blanks before have interview at employment office.	1. This should only be review; process should have been learned by students as part of work experience orientation.	Need constant review and reinforcement of past learnings.
	2. For Seniors, this is not role-playing; they can actually go through the intake procedure at the State Employment Office.	Use real-life experienc whenever possible.
	3. Need a review of vocabulary; read, study words and meanings; know what sort of things must be in answers to questions.	Check for concepts; don' ever assume anything is known.
	4. Can use group lesson, but must give individual help in filling out. Lesson may take all one morning, or more than one day, for actually writing-in.	Abilities vary widely; more able can help less able.
	5. Good to use pencil, and go over it in ink later, if don't have enough copies for a practice one that can be copied from, after correction.	Need chance to practice before doing it on real blank.
	6. Stress good handwriting, correct spelling, neatness, and filling out each question.	Should always stress best effort. Here they can see a reason for their training. They need to know how much emphasis is given to this by prospective employers.
	7. Show them the trick of making a copy of all needed information on a card that can carry in wallet or purse, if have trouble remembering places, names, dates of jobs and schools.	Correlation with arithmetic and health.
	8. May have to have a lesson on getting heights and weights.	

Learning Station: Employment Office

IV. Making appointment for interview.	Telephone, or go down to office to make appointment. Role-play practice.	1. Practice in rpocedure for making an appointment for intake interview.	
V. Trip for interview: Preliminary preparation and orientation; getting ready to go, making trip, follow up.	Class discussion. Setting limits. Making the trip. Writing story.	1. Where to go, what to do when get there, how to act and what to remember about rules. 2. How to have an intake interview and answer questions. 3. Review of what happened, and practice in making a written report.	Street map. Copy of rules on chart.

TEACHERS' GUIDE

Learning Station: Employment Office

Suggested Setting	Suggested Procedure	Principles
III. Continued.	9. Section on "Describe what you did," for any jobs held will need development like a series of stories, though kept short.	Need to be able to express selves simply in writing.
	10. Application blanks must be returned to office before interview.	
IV. Need an appointment for the interview.	1. Role-play what to say when you go to apply. If telephoning, practice on practice phones; if go to office, set up role-play situation for there. (See "How To"; Role-play.)	Need to learn how to do whatever they have to do. Need practice and review.
	2. Either phone for appointment, or go through regular procedure for a trip down to office for regular application.	On trips, don't short-cut steps to procedure or you will get behavior problems and confusion in what they are to do.
	3. Can set up appointments so pairs can go. (Part of previous arrangements when first setting up the learning-station.)	
V. Preparation for trip. What do we need to know and do to make it go well. Make trip. Review and evaluation. Write report.	1. Procedure is not discussed in full as separate steps because of previous detailed discussion in earlier part of this Guide.	
	2. Preparation should include discussion of where to go, route to take (use street map), how long it will take to get there.	Don't just tell this to students; get them to tell it to you. Draw from, rather than always "pouring in."
	3. Set limits; cover going there, at office, at interview, and returning. Stress politeness and manners. (See "How To"; Setting-the-limits.)	Need to verbalize known ideas.
	4. Explain that interview will mostly be about what they put on application blank, jobs they have had, what they want to do in the future, their families, etc. No two people will necessarily get the same questions. Role-play some typical questions; stress answering clearly, speaking up, looking at person, answering politely, not just shrugging shoulders, etc. Practice how to go to window and explain business, so will be shown inside to person they will have interview with.	Will need reassurance in any strange situation. Need practice in what to do and how to do it.

Learning Station: Employment Office.

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
VI. Trip to Employment office for aptitude test: Preliminary orientation and planning; getting ready to go; making the trip; follow up.	A. Preparation: Class discussion. Setting the limits.	A. Review of where to go, what to do.	Street map. Chart of rules.
	B. Getting ready to go: Reviewing limits. Getting pencils, etc. Getting room passes.	B. Checking what will need and what will be doing, just before any activity.	Pencils, for trip.
	C. Making the trip.	C. How to take an aptitude test. Discovering what a real testing session is like, etc.	Materials at employment office.
	D. Follow up: Review and evaluation. Writing the story.	D. Practice in telling and writing about an experience. Practice in evaluating an experience.	

Learning Station: Employment Office

Suggested Setting	Suggested Procedure	Principles
	5. Review rules and procedure just before they leave. Review route they will take. Make sure that more capable student is paired with less capable. Be sure they leave in plenty of time, since importance of being on time for an interview should be emphasized.	Last minute review is important.
	6. Should review procedure with tape recorders, and take them along on interview. (See "How To"; Tape recorder, and P G & E.)	A record of what happened will be useful but in writing a story, have them depend on memories rather than tape as a check up on what was written.
	7. After trip have oral review. Write individual stories; partners can work together. (See "How To"; Writing a Story.)	Avoid "crutches" unless absolutely necessary.
VI. This is part of the regular procedure for anyone applying at the employment office.	A. Same as preparation for first trip down. Need reassuring about the test; that there is no grade, no pass-or-fail, it is just to see if you have any special skills that might help with a job--some are extra good with using fingers as you might have to do in an assembly line, maybe some good with machinery, etc. Need warning and reminding that test will take three hours, that they need to do their best. Don't block on one question but go on and answer the ones they do know. Don't give up but try to figure out the answers. Work as fast as they can and still do a good job, etc. (Regular sort of thing they should have been learning in school about how to take a test.)	A test situation tends to be a stress situation; they need encouragement and reassurance and motivation as to need and value of the test. Need to know how to take a test; same as with anything else they have to do.
	B. As usual, just before leaving check over what to do and how to do it. Remind about needing pencils and eraser (probably have them there, but take own in case.) Give room passes. Make arrangements if have noon work-experience jobs, etc.	Ask them what they need to remember. Put burden on them for responsibility for own procedure, as much as possible. (They can even make out room passes, so teacher just has to sign them.)
	C. Usual after-trip group review and discussion and evaluation. If trip comes toward end of school year, as is likely since this is preparation for after graduation, students by now should be able to do a group story on board and in notebooks, handling the whole process by themselves. Need to have a good student in charge of it, though. The advantage of this procedure is the sharing of ideas and memories and impressions, plus practice in the give and take of running a group discussion by themselves.	Whenever possible, train them to run their own classroom program; it needs to be taught, won't come automatically.

Learning Station: Employment Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
VII. Trip to employment office for follow up interview after testing.	Class discussion. Setting limits. Making the trip. Follow up: review and writing story.	1. Results of tests; job counselling. 2. Practice in procedure of individual interviews. 3. Practice in using employment office facilities.	

Learning Station: Employment Office

Suggested Setting	Suggested Procedure	Principles
VI. Continued.	C. Continued. Teacher should insist on many more details than in individual stories, with much use of the procedure "and then what happened," to get a step-by-step development of the story. (See "How To"; Writing Group Story on Board.) D. If there are enough students taking this test, the employment office will arrange to take them as a separate group. Probably a bit more explanation will be given to them than to the regular testees. A non-reader (and probably a non-writer) will be able to take the non-verbal part of the test. His part in the procedure will need to be explained to him earlier, and he can take a magazine along to look at while he waits for his part in the test. Because of length of test, students can report directly there. Preparation and room passes can be done the day before. They can phone in (one student can be in charge of it) and give attendance report. (In this case, a parent who has to provide transportation could look in on them right at the beginning.)	
VII. Test results are in. Need to go talk to them about it.	1. Same steps as in other trips. Making appointment, planning trip, setting limits, reviewing procedure and limits before going, getting room passes, reviewing route, checking time, making trip, follow up review and evaluation.	Follow steps in the learning process.
	2. Individaul stories (individual interview).	After some experience, stories are a means of testing recall, etc., plus giving a real reason for practice and drill in writing and talking skills.
	3. These interviews at Employment office are not set and structured as in utility companies, where a blank had to be filled out by one doing the interviewing. These are more like counselling interviews. Each person is asked about his own situation and problems and desires and reactions. This last interview will come a couple of weeks after the test, if papers are sent away to be scored. (As in local office here.)	Need practice in many types of interview situations.

Learning Station: Employment Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
VIII. Thank-you letters.	Writing letters.	1. Same as P G & E.	Same as P G & E.
IX. Post test.	Take test.	1. Same as P G & E.	Same as P G & E.

Learning Station: Employment Office

Suggested Setting	Suggested Procedure	Principles
VII. Continued.	4. Need to have teacher interview with people at employment office after each set of interviews, for evaluation purposes, planning needs for next step, etc.	Teacher needs to pre-plan and evaluate, just as students do!
	5. For Seniors, Vocational Rehabilitation can have conference with employment office about this series of interviews and the tests. (Only one boy had any "pattern" on the tests, but taking it was good experience for the students. Their stories showed they felt so, too.)	Whenever possible, find a way to make real use of the experiences they are having, and tell them about it so they will be better motivated to do their best.
VIII. Need to show our appreciation.	1. Same as P G & E.	Same as P G & E.
IX. How much have we learned about an employment office	1. Same as P G & E.	Same as P G & E.

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TELEPHONE COMPANY AS A LEARNING STATION

Introduction:

This learning station was limited to the application for telephone service. The orientation included a tour of the telephone company. Most of these students had a year-long study the preceding school year on how to use a telephone. This work included movies, a speaker from the telephone company, donation of two practice phones by the company (with battery) for classroom use, and finally installation by the school district of a phone in the classroom. They had learned how to answer the phone in a business-like way, how to dial, how to make a call. Much of the use of the phone was duplicated this year, as review, and for the benefit of new students. However, the preliminary development under this research study did not include as complete a preliminary orientation as would have been done if they had not had such an extensive learning experience the year before. So this section of the guide will cover the work directly aimed at the use of the learning station, but not so much of the background work as some teachers would want to provide.

Since other learning stations, especially that to another public utility, P G & E, came first, some of the development of this station took very little time. For example, relatively little role-playing was needed before the interview. Many of the questions, like address, when do you want it installed, etc., were similar for the two interviews. The telephone company interview, however, required more decision-making by the students. One comment that came out in an early evaluation was that, "Boy, she'll try to sell you everything!" And later another comment was that one boy just agreed to everything the lady suggested and that he'd go broke if he really took all of the fancy things. This learning to be "sales-shy" would seem to be an area of consumer education that would need more attention in these classes.

Learning Station: Telephone Office.

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
I. Introducing the topic: Motivation.	Class discussion.	1. If move into a place of your own, or to a new house, need to apply fpr a telephone. Have to go down to business office and sign up for one.	
II. Pretest.	Take test.	1. Same as P G & E.	Teacher-made test.
III. Orientation General Concepts.	Class discussion. Read story.	1. A telephone is a complex thing, should be treated with respect and care.	Booklets from Bell Telephone Co.: The Magic of Your Telephone. You and Your Telephone. Mr. Bell Invents the Telephone. Movies from Telephone Co.: Ask for catalogue of free films.
	Movie.	2. Much of the work is done by electronics nowadays; still need operators to help people, and workers to repair and build new lines.	
		3. Cost of a telephone depends on where and when you make long-distance calls, what kind of a line you have, what kind of phone you have, how many phones you have.	
		4. Telephone company is privately owned, and they have to make a profit or can't stay in business.	
IV. Orientation: Tour of Telephone Comapny; planning.	Class discussion.	1. A preliminary preparation: Planning: Where it is, when we go.	

Learning Station: Telephone Office.

Suggested Setting	Suggested Procedure	Principles
I. Some of you have moved, some will want to have your own home. How do you apply for a telephone like we have in class.	1. Get students to talk about own experience, if possible. 2. Clarify difference between business office and building where all the equipment and operators are. 3. Don't do too much discussion until you have the pretest. Can finish the discussion then.	Tie down to own personal lives.
II. Need to see what you already know, so won't have to waste time with that.	1. Regular procedure. (See P G & E)	Pretest to see gaps in knowledge. Only have to teach missing concepts.
III. Pretest showed what have to learn. Let this be either a review, or a learning experience.	1. Use procedure for writing a group story (or getting facts outlined). (See "How To"; Writing Group Story on Board.)	Need a general concept to tie specific experiences to. Consumer Education is one aim here, so need to bring in cost of service and why it costs what it does.
IV. We can take a tour of the telephone company, but need to do some planning first.	1. Regular procedure for planning: Look up address. Use street map to find best way to go. Mark date on calendar. Set limits. Explain the type of things they will see, if no one has made trip before and could tell about it for you. 2. Limits here should include the need to keep hands off, to stay close because of noise of equipment, to follow directions of the guide, to listen, let girls go first, etc. Put rules on chart and copy in notebooks.	Encourage students to do as much of preliminary planning as possible by themselves. Set limits. Stress public relations angle.

CURRICULUM GUIDE

Learning Station: Telephone Company

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
V. Orientation: Tour of Telephone Company Trip	Take trip after preliminary class discussion.	1. The complication and multiplicity of electronic equipment in today's telephone. 2. How operators handle calls. 3. How interruptions in service are handled by men and electronic equipment. 4. How the telephone company is set up to handle disasters and emergencies.	
VI. Trip follow up.	Oral and written reports. Evaluation.	1. Experience in oral and wrrtten communication. (See P G & E.) Review of what was learned.	
VII. Preliminary orientation: Study Guide trip planning. Review of study guides.	Reading study guides. Class discussion. Planning study guide trip. Use of street map.	1. Where business office is. What route to take. 2. Review of study guide so will know vocabulary and can read it. Learning what to do with study guides. 3. Setting limits. 4. Getting partners.	Street map. Study guides. List of words that are new. Chart of rules.
VIII. Study guide trips and follow up.	Get ready to go. Review limits, etc. Take trip. Give oral and written reports and evaluation.	1. Same as P G & E. 2. Find office. 3. When is it open? 4. Where do you go first when you go in. 5. What is the office like. 6. Make oral and written reports and evaluation when return.	Study guides.

Learning Station: Telephone Company

Suggested Setting	Suggested Procedure	Principles
V. Need to get ready and take the trip.	1. Regular preparing to go. (See P G & E.) Guided Tour. 2. Teacher should go. The company likes an adult along. 3. Stress safety problems in last-minute review of limits and procedure.	Same as any trip. Safety and politeness need to be stressed in practical applications.
VI. Need to make a report. What happened? What did you learn?	1. Can motivate by stressing the fact, occasionally, that if they didn't learn anything, no point to making the trips. They will be a bit confused and bemused by the multplicity of impressions. Need to get their reactions, what each one remembers, more than anything else, here. When dublicated, a fairly good over-all picture will emerge.	Need review to help memory. Need practice in communication, after experiences that give a real reason for sharing ideas and impressions.
VII. Need to take a look at the office.	1. Usual procedure for a study guide trip. (See P G & E.) After first trips, can combine in one moring the review of the study guide and preparation for the trip.	Be sure they know how to use anything they will have to use.
VIII. Study guide trips and follow up.	1. Same as P g & E. This will not be so lengthy, probably. Need to find office, note hours (on door), and where information desk is for stating your business. Later study guides can have a place for writing in the names of the streets they were on.	Same as P G & E.

Learning Station: Telephone Company

Steps	Possible Experiences	Suggested Learnings	Example of Material
IX. Repeat Study Guide trips as needed.	Another trip, if needed.	1. Practice until can find information needed.	
X. Specific orientation to concepts needed during the interview.	Class discussion. Writing in notebooks. Study guide of notebook material. Review and test.	1. How names get listed in directory. 2. Difference between private and party lines, and kinds of party lines. Coast, advantages disadvantages, etc. 3. Kinds of phones: extension, desk, wall, princess. 4. Choice of bells on a phone, and choice of colors. 5. Special dials for blind or partially-sighted.	See Teletraining references in "How To"; Telephones.
XI. Preparing for the Interview: How to answer questions.	Class discussion. Notebook writing. Role-playing.	1. How to answer questions. 2. What kind of phone to get.	For teacher, a copy of the form used at interview.
XII. Preparation: Review of use of tape recorder.	Practice in setting up and using tape recorder during interview.	1. Same as P G & E. 2. Review.	
XIII. Preparation: Phoning for interview, getting ready to go.	Practice and real use of phone to make appointment. Class discussion.	1. Same as P G & E. 2. Practice phoning, review of limits, check up on skills, review of questions, getting ready to go.	Same as P G & E.

Learning Station: Telephone Company

Suggested Setting	Suggested Procedure	Principles
IX. Repeated study guide trips as needed.	1. Same as P G & E. Probably won't need any repeated trips, if steps are followed and they have had previous trips.	Practice until can do it correctly.
X.. Do You know about all the different kinds of services and phones they have now-a-days?	1. Use procedure for listing facts, copying, etc. (See "How To"; Writing Group Story on Board.) Use class discussion. One boy went down and got (borrowed) from the phone company a sample of old and new models of phones, fixed up a display, and gave a report on it as part of a science unit. (One phone was even taken apart to show its insides) Most of the students have seen different kinds of phones somewhere, even if only on TV. Can get pictures in magazine ads, too. Cost should be an important factor.	If they have to make decisions give as much information as possible so the decisions will be as well-informed as possible. Correlate with other lesson areas. Consumer Education principles come in here.
XI. Preparing for the interview: How to answer questions.	1. Get copy for students of the form they will fill out during the interview. List questions on board. Have students copy them, and go through procedure of role-playing practice until they have decided on the answers they will want to make, the decisions they will have to make. (See P G & E.) (See "How To"; Role-playing.)	Need to know how to do anything they have to do.. Preliminary practice helps take away fear and uncertainty. They will be less apt to "block" or freeze up in a strange situation if they have had some sort of preliminary practice.
XII. Need to get record of what will be said.	Same as P G & E.	Same as P G & E.
XIII. What do we have to do before we go?	Same as P G & E.	Same as P G & E.

CURRICULUM GUIDE

Learning Station: Telephone Company

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XIV. Trip and follow up.	Take trip. Have interview, run tape recorder. Oral and written reports and evaluation.	Same as P G & E.	Same as P G & E.
XV. Repeat of interview as needed.	Same as P G & E.	Same as P G & E.	Same as P G & E.
XVI. Thank you letters.	Write letters to say thank you.	Same as P G & E.	Same as P G & E.
XVII. Teacher follow up.	Teacher have evaluation interview at learning stations, and write thank you letters.	1. For teacher: value of program. Suggestions for future procedure.	
XVIII. Post test.	Take test.	Same as P G & E.	Same as P G & E.

TEACHERS' GUIDE

Learning Station: Telephone Company

Suggested Setting	Suggested Learnings	Principles
XIV. Take trip. Need oral and written report.	1. Same as P G & E. Tape recorder report can be listened to, but not during actual writing. Need to prevent just copying and not using own words and ideas and impressions from memory.	Same as P G & E.
XV. May need more practice.	1. Same as P G & E. May not need it. Teacher should check to see who does. Can have a copy of application sent to school with student, with note on it.	Same as P G & E. Teacher needs to do some evaluation here, too.
XVI. Need to thank them for letting us do this.	1. Same as P G & E.	Same as P G & E.
XVII. Teacher should follow through with an evaluation interview, and thank you letter to manager.	1. Have interview with person who worked with the students. (One suggestion was to let them come in "cold," without any preliminary practice or orientation to the interview, so their people could have some practice in how to work with people who have this kind of problem!)	Public relations are important. May want to see about continuin learning-station each year, or two years, with upper classmen.
XVIII. What have we learned?	1. Same as P G & E.	Same as P G & E.

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USE OF POST OFFICE AS A LEARNING-STATION

Introduction.

With the Post Office, it was more a case of actually using the facilities in order to learn about the services and possibilities, than of repeated practice through role playing. In one sense, the repeated practice came from the different kinds of trips that were made for different reasons. In addition, use of the Post Office led to many related experiences, such as writing and addressing letters, buying a gift and wrapping and mailing the package, cashing a check and getting a money order. Only lack of time prevented an even wider range of experiences than our students had. One of the functions of a Post Office seems to be a clearing-house of information for the community. It could also be thought of as a clearing-house of experiences for any study of use of community resources. If only one learning-station were possible the Post Office would be the one to use. It gives the widest variety of experiences, and lends itself to more related and correlated activities.

Preliminary preparation for setting up this learning-station involved an interview with the Postmaster. If time had not been so limited, the students would have been able to take one of the civil service tests that are given periodically. Other possible experiences were suggested by the Postmaster.

This class had been given money the preceding year by the local parent group. Opening and using a checking account at a nearby bank had been part of a series of consumer education units. There was some money left in that account, and this money was used for the Post Office experiences. Learning how to close out an account is thus included as part of the Post Office unit. (If money had not been available, the role-playing practice technique would have been used). Ordinarily, use of bank facilities would be a learning station in itself.

Learning Station: Post Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
I. Introduction Motivation.	Class discussion.	1. See reason for learning more about the P. O. and its services.	
II. Pretest.	Take test.	1. Same as P. G & E.	Teacher-made test.
III. Preliminary orientation: Concepts.	Class discussion.	Learn about:	
	Copying in notebooks.	1. Zip codes.	Sample letter.
	Looking at samples; putting samples in notebooks.	2. Special delivery.	Sample money order.
		3. General Delivery.	Cancelled stamps.
		4. Registered letter.	Sample notices.
		5. Postal money order.	Sample stamps.
		6. Price of letters and cards. (Stamps)	Posters.
		7. Savings stamps.	
		8. C. O. D.	
		9. Package notice.	
		10. Commemorative stamps.	
		11. Alien services.	
		12. Information on: Maritime Service Navy recruiting, Peace Corps Tests, Civil Service tests.	
		13. Income tax and social security tax forms.	Sample forms.
		14. Mailing a package. (Cost, insurance, size limits, what can and cannot be sent in a package, etc.)	
		15. Where main and branch offices are.	Street maps.
		16. Parcel post.	

TEACHERS' GUIDE

Learning Station: Post Office

Suggested Setting	Suggested Procedure	Principles
I. Discussion of errands that are run downtown. Mail received or sent.	1. Just introduce the topic by pointing out need for learning more about it. Ask what a Post Office is for. Explain that it is more than just a place to get stamps and mail a letter. Do pretest before any discussion.	Mind-set; ready to learn.
II. Pretest. Need to start before you talk about P. O.	1. Same as P G & E.	Same as P G & E.
III. What are some of the services of the P.O. that we should know about. Follows from Pretest. Need answers now.	1. Use discussion and definition. Use outline list on board, copying in notebooks, study guides, test. Use regular procedure for setting concepts. (See "How To"; Writing story on board.)	Reinforce learning by many channels. Tie into own experience for more meaning.
	2. Get students' comments about their own experiences.	Use visual aids to make concepts more concrete.
	3. Show samples of everything possible. (Need preliminary interview-conference with Postmaster, by teacher, to arrange for tour; can get a lot of samples then.) If possible, get enough copies so each student can put a sample by that definition.	Get child participation wherever possible, to get more involvement in the learning.
	4. Students can help find examples of stamps, etc. Some will have envelopes with foreign stamps, addresses. (Didn't do anything with a real study of stamps during this study of P. O., but it would fit in well if there were time.)	Things you can handle can give an added sensory approach. Correlate with other areas of learning, whenever possible; isolated learnings have little value.
	5. On discussing how packages are mailed, visual aids help: different sizes and weights of packages; examples of right and wrong ways to wrap; rattling and well-packed; right and wrong addressing; etc. Much of this can come in later, though, during unit on mailing a package.	Mind-set; part of readiness.
	6. The overseas mail discussion fits well into geography lesson on Canada and Mexico, and on finding countries in the news lately.	
	7. Discussion on Alien services fits into unit on Government and naturalization; students raised questions about why stay an alien, why not become a citizen.	

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Steps	Possible Experiences	Suggested Learnings	Examples of Materials
		17. Mail arrival and departure.	
		18. Problems in handling mail.	
		19. Forwarding address; change of address forms.	Sample form.
		20. P. O. Boxes	
		21. Postage due notice.	Postage due notice.
		22. Who runs the P. O.	
		23. Airmail and overseas mail.	Sample letters.
		24. Etc.	
IV. Preliminary orientation Tour of PO Planning.	Class discussion.	1. When going, what will happen there (talk by Assistant Postmaster, guided tour.). Use tape recorders.	
V. Tour of PO Setting-the-limits.	Class discussion. Review of limits.	1. Same as for any trip, especially when listening to someone.	Chart of rules.
VI. Tour of PO Questions to ask.	Make a list of questions they would like to have answered. Class discussion.	1. Be prepared with ideas of what to look for, things they would like to know more about.	
VII. Take tour of PO.	Walking trip to tour PO.	1. More orientation into PO services (Learned about documentary revenue stamps, migratory bird stamps, dead letter office, registered mail.)	
		2. How mail is handled in PO: cancelling, sorting, delivery, etc.	

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Suggested Setting	Suggested Procedure	Principles
IV. Have they ever been behind-the-scenes? Let's go take a look.	1. Decide on possible day to go, explain that they will get an orientation talk before the tour.	Mind-set; part of readiness.
V. Same as P G & E.	1. Same as P G & E. Need to listen to person guiding the tour; keep hands off; keep out of way of people working; go quietly.	Same as P G & E.
VI. What are we going to look for? What do we want to know more about?	1. Use guiding questions to get ideas from students of what they are especially interested in, don't understand too well, etc. Encourage them to ask questions on trip if get some in mind then.	Mind-set; puts some of the responsibility for their learning on them.
VII. Walking tour of P.O.	1. Whole class goes, and teacher. With this age and their experience in individual trips, don't need another adult along. Need regular procedure before leaving of review of limits, how to get there (route) etc. Need to check out tape recorders or any other procedure for making notes of what is said. Sometimes, if there is any especially hyperactive student, a buddy-system is good; gives students more responsibilitiy for each other.	Learning by doing. Before starting any work, be sure you have all the "tools" you need. Encourage responsibility for self and others; teacher not a policeman.

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Steps	Possible Experiences	Suggested Procedure	Examples of Materials
VIII. PO Tour: Follow up: Review and evaluation.	Class discussion.	1. Same as with any trip; need a review to help memory and clarify concepts; need evaluation to learn how to make it go even better next time; to learn from both successes and mistakes.	Chart of steps in evaluation.
IX. PO Tour: Follow up: Story.	Write story of trip.	1. Written expression; ability to recall and relate in sequence further review to help memory.	
X. Preliminary planning for use of learning station.	Class discussion.	1. Making a decision and choice of possible activities and ways to use the facilities we have been learning about. Deciding what to do first.	
XI. Study Guide Trips: Planning: How to use the Guide	Same as P G & E.	1. Same as P G & E.	Same as P G & E.
XII. Study Guide Trips: Setting the limits.	Same as P G & E.	1. Same as P G & E.	Same as P G & E.
XIII. Making Study Guide trips.	Several trips to PO using study guides.	1. What windows are open, and what for. What signs say. Look at pictures and murals in main hall. Find tables and pens for public use. Find stamp machine, read directions. Find scales for weighing letters. Find letter and package slots, see what goes where. Look at schedule for outgoing and incoming mail. When are windows open. Read posters. Look at PO Box set-up. Find public phone. Find Navy recruiter. Look at bulletin boards. Find rack with social security and income tax blanks, etc. Ask for social security card application if don't have one.	Study guides, etc. Materials for public use at P.O.

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Suggested Setting	Suggested Procedure	Principles
VIII. Talk over experience that just had. What did we like, etc.	1. See "How To"; Class Discussion, Evaluation.	Review. Language practice comes most easily when have something to talk about.
IX. Need a record of what we did; will send copies of stories to people at PO.	1. Same as "How To"; Writing Story. After a trip like this, it is good public relations to send copy of stories with thank-you letters. (See P G & E for thank-you letter.)	Same as P G & E.
X. We've learned more about some of the services of the P.O. Now, what shall we do to try them out?	1. Procedure for class discussion. Use guiding questions to structure the discussion. Most of use of PO requires money for stamps, etc.; need to decide how to get this money. If limited in money, could maybe arrange to role-play some of it or get stamps donated. First step is study guide trip to main part of the office.	Need to take time to plan before doing anything; involve the children in the planning as much as possible.
XI. We toured the inside. Need to take a good look at the part the public uses.	1. Same as P G & E.	Same as P G & E.
XII. Same as P G & E.	1. Same as P G & E.	Same as P G & E.
XIII. Trips to PO.	1. Regular procedure in getting ready for trips. 2. Use partners, but might have several pairs doing something different there at same time, or even several pairs at once at same place, since learning to wait in line is an important learning here. 3. There are so many details to look into, that several guides may be needed. By now the students should be getting used to the procedure, and can sometimes do more than one page on one trip; guides should be kept short answer or underlining correct answer now, to speed up this step, and encourage more independence in following directions	Increasing complexity of situation gradually, as students gain more skill through more experience. Provide for individual differences in skill and rate of learning.

Learning Station: Post Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XIV. Follow up. Reports and evaluation.	Oral and written reports of trips.	1. Summary and impressions of what had happened and what they had learned. Practice in writing a report.	
XV. Repeating trips to correct mistakes	Repeat trip with same study guide.	1. Clear up mistakes.	Same as P G & E.
XVI. Preparation for use of PO. Getting money at bank. A. Practicing writing a check.	Practice in filling out blank checks.	A. Writing a check. 1. Being able to read what is printed on blank check. 2. Knowing where to write in name it is for. 3. Where to put numbers and number-words. How to write numbers so no room for anyone to add anything to them. How to write legible numbers. 4. How to write the cents after the number word. How to write a decimal in dollars and cents. 5. What to do if can only sign own name. Have person fill it out, then sign name.	Blank checks with "Void" across them.

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Learning Stations Post Office

Suggested Setting	Suggested Procedure	Principles
XIII. Cont'd.	with those who were less able to read and write (more capable students need less practice and orientation here.).	
XIV. Tell what happened.	1. Can use oral reports, but first trip should use regular procedure for story. See P G & E..	Same as P G & E.
XV. Same as P G & E.	1. Some may have trouble with orientation if don't use sketch map. Some will have trouble reading the questions for meaning, even after practice. (They should be asked to do it as much as they can alone by now. So repeat trips may be needed.)	Need more practice to correct mistakes. It gets easier as you get better acquainted with a place and/or thing. Give less help as they get more capable.
XVI. Need for money for PO unit. Have to close out checking account.	A. Writing a Check.	
	1. This will be review for most of the students. Use blank checks with "Void" written across them. Word had come up in using sample forms from department store, so they should know its meaning, otherwise that concept would need developing.	Review must be spaced at fairly frequent intervals, or these students will forget known skills.
	. Practice reading the check. Most should be able to read it, but you might need a separate drill on vocabulary for some.	Need vocabulary development for any word they are expected to know.
	3. Each of the learnings requires a separate step and for some repeated practice.	Take one step at a time! They get confused easily if you don't.
	4. This is one of the few places where they will need to know how to write the number words. Students can be shown how to carry a card, wallet size, with the numbers and words keyed on it, if they have trouble with spelling number words and feel shy about asking anyone.	If handicap interferes too much with a needed skill, show how to make an adaptation to the handicap.
	5. For some, even after much previous drill in preceding years the decimal in the number will cause trouble. This part takes a lot of development and practice.	Some MR children may be non-arithmetic-ers, just as some are non-readers; they need to know how to adapt to this problem.
	6. This is a good place to reinforce the need for legible numbers.	

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Steps	Possible Experiences	Suggested Learnings	Examples of Materials
B. Balancing a monthly statement. Keeping track of how much in account.	Practice in reading a statement.	How to keep track of an account, balancing a statement. 1. How to read a statement sheet. 2. How to check amounts on statement with returned and written checks. 3. Adding and subtracting simple amounts of money. Handling the decimal in money.	Copies of monthly statements.
C. Phoning bank to see if statement is up to date and our amounts are right.	Practice with telephone. Role-playing Making real call.	How to phone for confirmation of amount on statement at present.	Telephone book. Practice telephones. Copy of bank statement, with account number.
D. Planning trip. Setting the limits.	Writing list. Class discussion.	What to do and how to act on trip. Taking responsibility for self.	
E. Planning the trip.	Class discussion.	Practice in planning. Deciding who will write check, who will sign it, who will ask at window to tell what he wants, who will run tape recorder.	
F. Getting ready to go.	Checking out tape recorder. Reviewing rules. Review of route and where bank is.	Learning to re-check to see if ready before starting any activity. What are we going to do and how are we going to do it. What do we need to have with us.	Checkbook and taperecorder.
G. Making the trip.	Trip to bank to close checking account.	1. What to do if want to close out a checking account. What to tell them at bank. How much is check. How to check own checkbook. How to write a check for	Checkbook and cash.

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Suggested Setting	Suggested Procedure	Principles
B. How much money do we have left in the account?	B. A big statement sheet can be drawn on board, so the process can be discussed and demonstrated step by step. This skill should have been practiced earlier with the checking account. Have each student fill out the sample he has been keeping in his notebook. You need review of keeping the decimals in a straight row, and writing the amounts after them. The adding and subtracting can be done as a group exercise since the arithmetic skills aren't the ones being practiced.	Use demonstration rather than verbal description. Give each student a chance to practice what the group is learning about. Need to keep aims of any lesson in mind. It can influence the way the lesson is developed.
C. How do we know that we have figured it right and haven't forgotten something?	C. Practice with phones. Just what to say when the call is made. One student can be selected by the others to make the call, while the rest listen.	It is easy for the MR student to block when he tries to talk in a stress situation. Practice in just what to say will help prevent this.
D. How can we make this a good trip, be sure it will go well?	D. See "How To" Set the limits. Here, in a group trip, on a rather long walk, may need to stress staying together, talking quietly, not talking in bank but watching, not blocking the other customers who want to get by, not blocking people on sidewalk, being polite, helping each other, etc.	Rules set should fit the situation. Refer to problems from a previous situation, if it existed.
E. When we get to the bank, who is going to do what?	E. Decide who will explain errand at window, wh will write check, who has to sign it, etc. With this kind of checking account, teacher will probably have to co-sign.	These students need experience and practice in making decisions.
F. Getting ready to go.	F. Point out that we need to stop and check before leaving; ask students what we need to do before we leave room. Use guiding questions, if necessary.	Need to build habit of last-minute check-up before starting out to do anything.
G. Go to bank to get money.	G. Make group trip. If bank knows you are coming, you may be able to arrange for a special cashier to wait on you. Can explain the procedure, speak in simpler less technical words, ask if any questions, etc.	No need for group to get account closed out except to watch the procedure.

Learning Station: Post Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
G. Cont.		"balance of account." Getting the money. Counting money as cashier counts it. 2. Importance of not signing check till where want to cash it. Identifying self.	
H. Bank trip follow up. Group evaluation and stories.	Class discussion. Write stories.	Same as XIV, this unit.	
XVII. Preliminary planning. How much money to have before you start each project.	Short arithmetic practice in figuring amounts.	1. Some practice in simple budgeting and planning for use of money, cost of stamps, cost of insuring, cost of money order, cost of mailing packages, cost of gifts.	

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Suggested Setting	Suggested Procedure	Principles
G. Cont.		Teacher can use trip for a situation-test for individual students (gives a chance to watch individuals from standpoint of how well they could follow directions.)
H. Need a story for a permanent record in notebooks, and for teacher to have something to "grade" on.	H. "How To", Writing a Story, and P G & E. Can motivate story by this time, by explaining that don't need to give a lot of written tests if can get enough grades from things like stories. Then we can spend more time doing things instead of reviewing for tests	Stories include evaluation section. Group discussion and review precede story, to help memory. Writing stories is about the hardest thing they have to do. Need constant motivation to get good effort and work, or they can become careless, without real thought and pains.
XVII. Need to see how much money will be needed for stamps, etc., so will know how much can spend on gift-shopping trip.	XVII. 1. Have students list on board all the activities to be done at PO. Figure out approximate cost of each. Add amount. Divide amount left from checking account by number in room. Figure how much would be left over for each one for gift-trip.	Need to get concept of importance of planning for use of money. Need to find meaningful ways of getting practice in arithmetic skills.
	2. Do as a group project, one student writing amounts on board, under teacher's supervision. Each one working problem at seat; one volunteer to work it at board. Compare answers to see if agreed. (Our Conclusion: skip the Registered letter, and just do the special delivery one, so would have more money for gift and package.)	Need to get concept of importance of wise use of money.

Learning Station: Post Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XVIII. Use of PO: Writing General Delivery letter	Writing and addressing General Delivery letter.	XVIII. Practice in writing a letter. How to address letter to General Delivery.	English workbooks: Smith, H.A. and King, I.L. I Want To Read and Write. Austin, Tex.: The Steck Co. Same authors and Co.: I Want To Learn English. Robertson, M.S. Learning and Writing English. Book 1. Austin, Texas: The Steck Co.
XIX. Trip to mail General Delivery letter.	Trip to PO for stamp and mailing General Delivery letter. Preliminary review of limits; getting room passes.	XIX. 1. How to buy a stamp. 2. Counting change 3. Mailing a letter in right mail slot.	Money for stamps.

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Suggested Setting	Suggested Procedure	Principles
XVIII. Need to get a letter to mail.	XVIII. 1. Each student writes a letter to partner; keeping it secret. Teacher stresses it doesn't matter what they say, letters will only be reviewed for punctuation and making sense (i.e. easy to read).	Best kind of practice is that involved in doing the real thing, repeatedly.
	2. Need to practice addressing envelope. Draw shape on another piece of paper, for those who need practice, and when have address written and spaced correctly, copy it on envelope.	Idea of surprising someone is good motivation.
	3. These are both review lessons from grammar workbook. Some students will already be good at letter-writing, some will need a lot of practice and help. If aim is getting a letter, then give help in grammar, punctuation, and spelling.	Spatial orientation is involved in getting an address on in the right position. It can be difficult for some students. Not a spelling or grammar lesson, but one in form and content of letter. So don't get bogged down in writing mechanics when finished product is the aim.
XIX. Need to go get stamp and mail letter.	XIX. 1. Review limits before leaving (enough trips lately so limits are pretty well defined and learned.) Review what to do on trip.	Need review to prevent a let-down, and help awareness of need to stick to them.
	2. Usual procedure for starting out: room passes, etc. Get money from teacher.	
	3. Make trip; count change when given it at PO, when buy stamp for letter. Each student buys his own. One can get it from window and one from machine. (Will need to get five 1-cent stamps. Can only get five 5-cent stamps from machine - not just one.)	Trips can get more complex after a while; this one has several things to remember to do. Sequence of actions must be stressed in review, to help remembering.
	4. Find letter slot for local mail, and mail letter. Partners check each other to see that have no trouble.	

Learning Stations: Post Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XX. Follow-up of trip. General Delivery		XX.	
	Counting change.	Counting change as give money left back to teacher.	
	Writing story.	Writing story and evaluation of trip.	
XXI. Getting money orders: Orientation	Class discussion.	XXI. 1. A postal money order can only be cashed at post office.	Sample money order.
		2. It costs about 10¢ per dollar for a money order; you pay for service.	
		3. You need to have identification with you to cash a postal money order.	
		4. If a money order is lost or stolen, you can get a refund. It is safer to send a money order through the mail than the money itself.	
XXII. Getting money orders: Preparation for trip.		XXII. 1. Set limits: Review of rules, taking responsibility for self.	Chart of rules.
		2. Planning: where to go, which window to go to, what to ask for, etc.	
		3. Getting ready: review of rules, remembering to get room passes, getting money from teacher, reviewing how much will need. ($2.00 order +20¢)	Cash.

Learning Stations: Post Office

Suggested Setting	Suggested Procedure	Principles
XX. Need to find out what happened.	XX. First ones give oral review and evaluation to whole class. Then write stories. Later ones can just write stories and do individual evaluation in stories (partners could work together to help each other remember). Teacher can motivate this by saying no time for oral reports, just to make the stories in enough detail so teacher would know what happened. (If stories didn't have enough detail, teacher can ask students some more questions, review procedure for writing a story, and have them do more on it).	Need to profit from the experience of others. (See "How To"; Writing a Story). More motivation for doing a good job in writing the story. Insist on higher standards of work as they get more capable after more practice. Keep just enough pressure on to get continued growth, without getting negative reactions; it will vary with individuals.
XXI. Why bother to pay for a money order? How do we get one? Part of learning to use PO.	XXI. 1. Ask about sending money through mail, what can happen if money is lost. 2. Ask if anyone has ever used any kind of money order. Explain points to learn. Try to draw answers from students by guiding questions. Explain difference between postal and bank money order.	Clarify concepts through questioning and discussion.
	3. Use procedure for remembering facts: copying in notebooks, etc. ("How To" for writing story on board).	Reinforce concepts through writing and review.
XXII. What are we going to do on this trip? How will we do it?	XXII. 1. "How To" for Setting the Limits. This is mostly review, after all the other trips. Emphasize politeness.	Same as P G & E
	2. Explain that if they just put the money on the counter and ask for a $2.00 money order, the man will do the rest and give them the change. Emphasize counting change as he gives it to them.	Tell how, as well as what. Review previous learnings.

Learning Situations: Post Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XXIII. Trip for money order	Trip to PO. Buying money order.	XXIII. 1. How to buy a money order.	Cash ($2.20).
XXIV. Money order trip: Follow-up	Class discussion. Writing story.	XXIV. 1. Review and evaluation of trip. 2. Experience writing story of trip.	
XXV. Filling out money order	Practicing and filling out money orders.	XXV. 1. How to fill out spaces on blank money order you have bought at the Post Office.	Money orders they have bought.

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Learning Stations: Post Office

Suggested Setting	Suggested Procedure	Principles
XXIII. Go get the money order.	XXIII. Before leaving room 1. Review limits (ask them what they are supposed to remember). 2. Ask them what they are going to do when get there (review of procedure planned). 3. Give room passes. 4. Ask how much money, give it.	Review any procedure or things to remember just before they leave for a trip. Have them tell it, not you to them.
XXIV. What happened? Need a written record.	XXIV. Class discussion, with first ones. Look at money order. Have them write story. (See "How To"; Writing a Story). Later trips can tell it all in story, including own evaluation.	Oral review and discussion to help recall. See what can remember and what impressed them.
XXV. Filling out money order, so can cash it.	XXV. 1. Teacher could put sample on board, demonstrate. 2. Could ditto practice ones for those who were extra slow. 3. Do this with each pair. (They can just get one money order between them; one can buy it and one cash it). Whole class can watch as 1st ones fill it out; then teacher can do it separately with each pair as they make the trip. 4. Read what is on it to teacher. Decide who fills out what (have to be careful that they have clear concept of who was payee, etc.) 5. Review what goes on each line; write it in, step by step (emphasize good handwriting, here). 6. One who bought it signs receipt. 7. Look at back; warn about payee not signing until ready to cash - one sending signs now.	Demonstrate, don't just talk about it. Point out place on money order itself. Be specific and concrete. Individualize the work as much as possible. Fit procedure to each student's level (some need more explanation and drill than others.)

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Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XXVI. Cashing money order.	Going back to PO to cash money order.	XXVI. How to give identification to get money order cashed. How to sign money order to cash it; getting the money.	Postal money order bought previously.
XXVII. Cashing money order trip: Follow-up	Discussion Evaluation.	XXVII. How to tell or write about what you have been doing. Need for taking time to check on what happened and what could be learned from the experience. Review.	
XXVIII. Writing special delivery letter.	Writing and addressing special delivery letter.	XXVIII. More practice in letter writing. Addressing a letter to a person's home.	See XVIII

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Suggested Setting	Suggested Procedure	Principles
XXVI. Cashing money order: Preparation. Where do we go and what do we do, etc. Review and getting ready to leave. Make the trip.	XXVI. 1. Review where one cashing it has to sign. Explain, then see if student can point to place on money order. Put an X by that line. Remind not to sign until right there with man at window. 2. Review rules. Review where to go (go to other window than where got it). Have students tell step by step where they are going and what they are going to do there. 3. Give room passes, review time to return, etc. 4. Make the trip.	Have them show you, whenever possible, not just try to talk about it. (Need to do, as well as say). Teach them to repeat afterwards any directions given to be sure they have them straight.
XXVII. Money order trip: Follow-up.	XXVII. Regular procedure of discussion, evaluation, written report. Need to give money to teacher to keep; wait to be sure it is checked off as turned in. This, too, is done individually as students come back from trips (all through the PO. unit, no two pairs need be making the same kind of trips on the same day, or at the same times; some will need much more preliminary discussion, practice, and review than others. (See "How To's"; Class Discussion, Evaluation, Writing a Story).	Same as P G & E Individualize instruction.
XXVIII. Need letter to try out special delivery.	XXVIII. Same procedure as for earlier letter. Address this time is to person's home. Each student can get partner's address from him, so have to know own zip code. If not sure of zip code, have student phone PO for the information: Practice what to say first, with a partner, then make call, as partner writes number on board when it is repeated.	Each student should know his own address, or have it written in his wallet or purse if he can't spell a tricky name. Should know how to get information they need.

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Steps	Possible Experiences	Suggested Learnings	Examples of Material
XXIX. Planning and Orientation for special delivery trip.	Class discussion Phoning PO to find which areas have special delivery.	XXIX. 1. How much special delivery costs. Why it costs more. What special service is used. Why bother to use it. 2. Which areas here get special delivery? Does my house get it? 3. What branch post office is nearest the school? (Where is it?) 4. Which letters can be sent special delivery, and which have to be sent regular? 5. What reminders do we need to make this a good trip (limits).	Use of telephone.
XXX. Mailing of special delivery letter: Preparation, trip, and follow-up	Class discussion and review of limits. Buy stamps. Street map use. Review, evaluation, and writing story on return.	XXX. 1. Have to put regular stamp on too, so plan to take enough money. 2. Review limits, get room passes, etc. 3. Take trip to branch PO. Get stamps, mail letter in right slot. Decide if local or out-of-town. 4. Review route to branch office on street map.	Money for stamps.

Learning Station: Post Office.

Suggested Setting	Suggested Procedure	Principles
XXIX. Ready to mail letter; want to use a branch PO this time.	XXIX. 1. Need an orientation review of special delivery. Use class discussion. Read over earlier notes. Review what were told on tour (use tape recording for part of this review.).	1. Use questions to see if students really have a concept, or need review.
	2. Question can be raised about special delivery to outlying areas. A phone call to PO can be planned. Decide what to say. Practice it with practice phones and role playing. Then look up number in phone book, and make call. Can tape record this call for later records.	2. If can see a use for written notes, more apt to put best effort into keeping notebook.
	3. Use class discussion to decide which is nearest branch office.	3. Need to learn how to get information for selves.
	4. It takes some discussion, with everyone helping, to decide which letters would go special delivery and which just by regular mail.	4. Draw on group experiences whenever possible.
		5. For some MR's, decisions are hard to make; they need opportunity and practice.
XXX. Whole procedure of getting letters in mail.	XXX. 1. (The several steps can be telescoped here, since students should be familiar with them, and they have already been covered several times here in the Guide.	Can't skip any steps in a process, but they can be cut to a minimum,--with only periodic use of more detailed procedure.
	2. Decide on how much money each would need. (Evaluation of 1st trips and first letters received, showed they had forgotten to put on regular stamp,too; teacher forgot to prompt a reminder! Be careful to take right amount of money.)	Won't be overwhelmed by mistakes if emphasis is put on what we can learn from our mistakes. Should also be able to learn from mistakes of others.
	3. Limits just need review. Students usually rather businesslike by now.	
	4. Use of branch offices provides some variety.	
	5. Mail late afternoon so students will be home to get delivery.	

Learning Station: Post Office

Steps	Possible Experiences	Suggested Learnings	Example of Material
XXXI. Planning for gift buying trip.	Class discussion Planning with partner	1. What kind of store to go to for what want to get. 2. What kinds of things could be bought with what we have to spend. 3. What would make a good gift for a partner.	

Learning Station: Post Office

Suggested Setting	Suggested Procedure	Principles
XXX. Cont.	6. Continue idea of "surprising" partners with what is in the letters. Teacher still "proof-reads" each letter and insists on good form, etc.	Element of surprise can be a good motivator. Be alert in evaluations to discover what is good about an experience as well as what needs improving.
XXXI. Need to think about what to get, where to get it.	1. To keep element of "surprise", have different partners for this trip, so regular partner won't know what is bought for him.	Surprise element keeps motivation high.
	2. Class discussion should procede bull-session by pairs. Talk about what sorts of things could be bought for the amount we have. Could buy it for less if saw something good; have to include sales tax in price. Have to save enough money for mailing. If possible, get in a box for easier wrapping. What kind of stores usally have more things for 50¢ or less, etc. Stress need to think in terms of what would fit the particular person they are buying for. Remind about need to be kind. Get something they would like to receive. It could be a joke or something useful or just something nice. Need to explain that this kind of planning is only tentative, that can change mind if see something when get in store, and that really should do a bit of looking around after get there, anyway.	There are many concepts involved in buying gifts. This is only a very beginning kind of orientation, and obviously can't all be taught in one lesson. But this need for pre-planning, in these terms, is the important aim here. Any plan should be tentative and flexible if it is to be really useful.
	3. Need to have new pairs get into huddle to come to some sort of tentative decision about what to get for each one's partner, and what kind of store it could be bought in.	Need to take time to pin down general discussion to their particular problem.

Learning Station: Post Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XXXII. Preparation for gift buying trip.	Class discussion Looking up store addresses in phone book. Finding store block on street map.	1. Setting limits for selves; review of limits and needs for trip. 2. Getting room passes and money ready. 3. Checking where stores are and how to get there. 4. Getting idea of need for politeness in dealing with sales people.	Chart of rules. Phone book Street map
XXXIII. Gift-buying trip and follow-up.	Take shopping trip. Class discussion and/or writing story.	1. Practice in shopping for a gift. 2. Evaluation and written report. 3. Counting change, checking sales-tag. 4. Practicing politeness in dealing with salespeople in stores.	Money. Sales tag.

Learning Station: Post Office

Suggested Setting	Suggested Procedure	Principles
XXXII. Need to get ready to go, find places.	1. "How To"; Setting the Limits.	Any activity needs some sort of structuring, with MR students, since memory and judgment tend to be faulty.
	2. Talk about where stores are; draw on experience of students.	
	3. Look up addresses of stores in phone book (each pair does it for selves).	Need to know how to find answers for themselves.
	4. Find store block on street map on wall, or on individual copies of maps.	
	5. Get room passes and money from teacher: Have them tell you when they are to be back (repeating what have been told or know). Ask about sales tax amount, what they have to remember about discussion of kind of gift, trying to get a box, etc. Stress need for politeness.	Try to draw from the students, not always pour-in.
XXXIII. Take trip; show teacher what was bought, what it cost.	1. When students come back from trip, keep "surprise" motif, and not let partner know what was bought for him.	Motivation.
	2. Have students show sales tag, tell what gift cost, and what tax was; point it out on sales tag to see if agree.	Keep learnings concrete, practical, fitting the experiences they have every day.
	3. Have students count change: With this amount, review or teach how to start with amount spent, count up in 1's or 5's to nearest 10 or 25 or 50, and then use larger coin-amounts to make the dollar. If some need it, practice this several times until get it right. Even the slowest seem to catch on fairly quickly.	Show how to do anything they are expected to be able to do. Use repeated practice.
	4. Have each partner tell what happened, how many and what stores went to, etc. Use informal questioning to get out all evaluation points. (see "How To"; Evaluation.) Remind them to use a step-by-step procedure in write-up. (what happened 1st, then what happened, then what happened, etc.) Remind to follow their outline so they can do a real story, because their regular partner will want to know what happened on the trip he wasn't on.	Use oral review to help with ideas of what and how to write. Part of setting limits. After experience, insist on high standards, producing more. Individualize instruction.

Learning Station: Post Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XXXIV. Wrapping the gift for mailing	Wrapping and tying a package.	1. How to measure out amount of paper you will need.	Wrapping paper.
		2. How to make a cardboard covering if no box with gift.	Cardboard (old shoe boxes, etc.)
		3. How to wrap.	
		4. How to tie package.	String.

Learning Station: Post Office

Suggested Setting	Suggested Procedure	Principles
XXXIV. Need to get package ready for mailing.	A. General: 1. To keep it a "surprise", the wrapping needs to be done either while the regular partner is out on his own trip, or in a separate corner of the room.	Motivation-linked.
	2. It helps if all materials can be set up in one area to keep movement and confusion in room to a minimum.	Plan in advance, for any activity.
	3. Work should be done with individual students again. This means the rest will be working by selves at something else or out on own trips. Limits need to be set carefully and reviewed at intervals. A review should be done with group at beginning to be sure each one knows what he will be working on. (Preliminary planning, but for the whole day).	Individualize instruction, fit it to student's needs. Use group planning for day, at beginning of day, especially when doing a lot of individualized work.
	B. Preparation for wrapping: 1. Show how to hold object or box along roll of paper to judge approximate size. Let student try it. Unless there is a lot of paper, someone should OK it before the piece is cut.	Take one step at a time; amount of supervision and instruction and help depends on individual and his needs.
	2. Some with poorer coordination will even need some practice in cutting. Use of big scissors helps, if large piece is to be cut.	Use diagnostic techniques to discover students with visual-motor problems.
	3. Review with student what materials he will need, and have them all out before he starts to wrap. (Scissors, paper, string, pencil and pen for address, scotch tape).	Pre-planning.
	C. Wrapping the package: 1. Some will have had practice, and will need little help. Some will be so limited in motor coordination and spatial relations that it will be detailed step-by-step procedure. 2. Use demonstration, at each step, with verbal explanation as demonstrate. Then have student try it, as teacher gives verbal directions as needed (reminders of explanation).	Usually have a wide range of abilities in a class. Teacher has to do initial instruction, but later more capable students can help less capable if they have learned how, and won't just do it for them.
	3. If no box: a. Lay object on piece of cardboard (thin, as in box for duplicating or letter paper). Show how to score along approximate outline with back of scissors, etc., so cardboard will bend up at right angles.	Demonstrate. Then let student try it for himself.

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TEACHERS' GUIDE

Learning Station: Post Office

Suggested Setting	Suggested Procedure	Principles
XXXIV. Cont.	b. Cut to shape (sketched around object with ruler and pencil), bend at scoring, cut so ends will dove-tail, fasten with scotch tape. (This isn't too complicated for most students, if demonstrated first and taken step-by-step with prompting and direction). If cut right, top will fold over, too, so it is ready to wrap.	Could use more complex techniques of real measurement, but this is a case of trying to teach techniques they will be more apt to use when at home.
	4. Show how to lay box on paper, wrap around, and set box down so over-lap won't come apart. (Need to stress no scotch tape on outside of package). The mitering or squaring of corners is the hardest part and takes most practice, usually, if end is to be flat when folded up. Need to watch that they trim end before trying to wrap, if paper is too long.	Reversal of position is one of the problems if have trouble with spatial relations.
	D. Tying package.	
	1. There seems to be a real problem in spatial relations here, because of the criss-crossing of the string in wrapping it around and in tying.	
	2. They need to be shown how to estimate the needed amount of string by loosely wrapping with the one end.	Need to learn to take a good look at what they have done before going on to the next step. This is one of the applications of the principles in evaluation.
	3. Steps: Lay package in middle of string (string laid out on table). Take two ends, criss-cross in middle of package. Hold as turn package over. Bring ends up to middle again. Criss-cross, and tuck ends under opposite sides of main string to help clinch it before trying to tie. For square knot, lay one end over the other, pull through, pull tight; keep track of which end you did that with (can dip one end in paint if have real trouble learning the square knot), and put that same end on top of the other one again, pull through and tighten knot. Cut ends to right size. May have trouble with scissors. Holding string tight helps.	Need to learn what a square knot is, and why it should be used.
	4. In all of tying, holding the string tight and putting it around package as making knot is a real problem for some students.	This means keeping two things in mind at once, and is a real problem for some.
	5. Summary: Any step in the wrapping may need much practice for some. Others will be so good they can supervise those having more trouble.	Don't settle for shoddy work. Encourage with idea will get better with practice; a poorly wrapped package may not get there.

Learning Station: Post Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XXXV. Trip to mail package: Orientation and preparation; trip follow-up.	Class discussion. Review. Role-playing. Trip to PO. Mailing and insuring package. Story and evaluation.	A. Preparation and orientation: 1. Review of how charge for a package weight and distance or zone. 2. What they look for when they check it: How it is wrapped, if it rattles or is tightly packed, etc. 3. Review of why insure a package: Some chance it might get lost or broken, especially if "fragile" (tho' fragile should have been covered in original discussion of mailing, and nothing fragile bought), Minimum and maximum insurance charge but only can collect cost of package. (Ours not worth insuring, but the experience is worth it.) Why keep receipt and for how long. 4. Review of where going, which window, what say when get there, how much money to take, etc. 5. Review of limits. Getting room pass. Going with original partners.	PO. pamphlets on mailing zones, cost for letters and packages. Colonius, L. & Schroeder, G.W. *At the Post Office*. Chicago: Melmont Publishers, Inc. 1960. Sample insurance receipt. Sample of "fragile" stampled on paper.
		B. Trip: How to mail and insure a package.	Chart of limits.
		C. Oral review of what happened. Story writing. Evaluation.	

TEACHERS' GUIDE

Learning Station: Post Office

Suggested Setting	Suggested Procedure	Principles
XXXIV. Cont.	F. Addressing the package. 1. The shape of the package can make a big difference here. You might even have to use a tied tag! 2. Even with those who have done it before, it is a good idea to have them lay package down on a piece of paper, trace its outline, sketch the position of the string, and use this to practice on. 3. Will probably have to review how to write an address each time they do it, including now with the package. 4. Copy on to package, after trials have shown they have been oriented to the correct position on the package, and have written it correctly.	Need to practice on as real a thing as possible, but who wants to go through all the work of wrapping again, in case do the address wrong! So they will be more willing to keep practicing until they master the skill enough to use it now.
XXXV. Have to get package mailed and get a record of what happened.	A. Need review of earlier orientation. Use question-answer technique. as much as possible. Use role playing to practice for what will happen at the window, how to ask for insurance, etc. (See "How To"; Role-Play). Use regular procedure for getting-ready-to-go. (See earlier trips).	Don't assume they know how to do anything. Check all learnings and concepts. Don't skip steps. These children need structure to what they do, for successful functioning. Even habits need occassional reinforcement.
	B. Can go with same partners, as originally. Probably not a group activity, since all will get done at different times.	
	C. Usual procedure for oral report, story with evaluation. Can have follow-up in a day or two during a news period. to tell or show what each one got.	It is fun, as school should be.

CURRICULUM GUIDE

Learning Station: Post Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XXXVI. Thank you letter for gift.	Writing a thank you letter.	Why write a thank you letter. How to write a thank you letter.	Earlier reference for work-book lesson on letter-writing.
XXXVII. Post Office: Whole PO. area.	Take a test.	Review of all main concepts. Discovery of how much we remember.	Same test used as pretest.
XXXVIII. Using any money left over.	Class discussion.	A. How to plan for refreshments for a group.	
		B. 1. How to phone several places to price what you want, to see if they have it.	Telephone.
		C. 1. Review procedures for trips. 2. Go buy the refreshments.	Money.

Learning Station: Post Office

Suggested Setting	Suggested Procedure	Principles
XXXVI. Thank you letter to partner for gift.	1. Need some discussion of importance of saying thank you, that can say it, but since we've been practicing letter, they can write a thank you letter (motivation).	Stress politeness, in concrete situations.
	2. Regular procedure for letter-writing. (really follow procedure in "How To"; Writing a Story. If unit is at end of year, this last letter makes a good final examination question).	Tests are more useful, more valid, if can use even what is in test. Same as P G & E.
XXXVII. Review of concepts of PO. Post test.	1. Post test is taken.	Measure of learning.
	2. Situation-tests have been given periodically during unit, as students try out activities. Check-lists are basis of situation-tests in some cases. How well they can use facilities is another test. If good home-school cooperation, parents can tell you if they are doing any of the things they have been practicing.	Observation of what is done is basis of situation-test. Need some sort of check-list to guide observation. Carry over to life outside of school is real, final test.
XXXVIII. May have money left over from buying trips.	A. Preliminary planning: 1. If students are really careful with the money they spend, how much they pay for a gift, and how wisely they can shop, they can come out ahead of the planned budget. Perhaps this step should not be planned in advance with the students until the teacher sees if there will be extra money (to prevent unwise cost-cutting).	Each step of such an activity needs to be planned in advance. A reward they had earned but not necessarily expected will tend to help emphasize the value of careful buying and planning.
	2. In this group planning, they need to decide what to buy (usually a drink and a cake, etc.), how much would be needed for a group this size for refreshments.	Need practice in making decisions. Need to find ways to bring math concepts into useful activity.
	B. 1. Need to practice how to make the calls, and then phone several places to price the food and soft drinks. (See "How To"; Telephone). Or could get the materials and make their own, as with punch and cookies, etc. (See Stationery Store).	Be alert to ways to take advantage of a situation for further learnings.
	C. 1. Same procedure as for all trips. Use the steps, even though a "committee" could do the buying so all didn't need to go.	Need to learn how to do anything they are expected to do.

Learning Station: Post Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
XXXVIII. Cont.		D. How to serve and eat refreshments.	Something to eat.
		E.	
		1. Cleanup is a part of any activity. 2. Need review and evaluation and a written report as part of "cleaning-up" a school activity.	Equipment for cleaning up.
		3. Bottles should be returned to get the deposit back.	Empty bottles.

Learning Station: Post Office

Suggested Setting	Suggested Procedure	Principles
XXXVIII. Cont.	D. 1. Need to plan who will do the serving, how to do it, politeness when being served ("would you like a ..." and "Yes, please" or "no, thank you", etc.)	Concepts like division of work, etc., can best be taught in a concrete situation. They will need to be pointed out and verbalized to the students.
	2. Cleanup should be planned too. Usually a series of committees will be set up at the beginning to take care of phoning for the information, making the trip, serving, and cleanup.	
	3. Need to plan and practice manners when eating, if the students have not had previous experience. Need to decide if going to use desks as tables, or learn how to do it buffet style.	Cleanup should be taught as part of a job.
	E. 1. This would include both the practical matter of cleanup, and any followup like evaluation, and a story about the activity. If soft drinks are used, there may be another trip to return the bottles, with all the steps involved in a trip.	Need to use any activity as a source of motivation for reading, writing, etc.

MISCELLANEOUS LEARNING STATIONS

In this next section, are several types of learning experiences that grew out of class room activities, but were not really fully developed as learning-stations. They are included here as examples of the type of thing that might arise and that could be developed into a much fuller experience. They all included use of community resources. However, the orientation period was much briefer. The steps to using the facilities, while not skipped, were much shortened in length and detail and emphasis. Also, all the students did not necessarily participate; often only a few were involved in any one situation.

One trip, to the savings and loan office, came up because one of the boys was telling another he should not spend all his money, but should put it in the bank where it would earn more money for him. Then the two of them asked if they could go down and deposit the money. The first boy had really done all the orientation for the second one, but the teacher reviewed some of the concepts with the two of them. More orientation could have been done, but this was toward the end of the year, and the teacher felt the two boys could "learn from the experience." Their later report to the class brought out points like needing the parents' signature if a minor, and needing your book if you want to make a deposit. They solved the signature problem by phoning to the parent and having the teller talk to him. It turned out to be a good problem-solving experience.

Vocational Rehabilitation probably should have been a fully developed learning-station. But this year there was a change in office personnel with the VR in the middle of the year. So there was not time to do more than have him make a brief talk to the students, and then have the seniors go down for the first interviews. These interviews were followed by the full intake procedure after school was out.

CURRICULUM GUIDE

Learning Station: County Fair

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
I. Orientation.	Class discussion. Reading posters and advertisements.	1. County Fair helps give an idea of what is grown and produced in this county.	Posters of Fair. Newspaper ads.
II. Planning the Trip: Getting parent permission.	Class discussion. Reading of parent permission blanks. Preparing blanks by filling in own names, date, time leaving, and returning.	1. When we will go. The need for lunches or money to buy lunch. 2. Why do you need parent permission blank; what is on it? 3. Setting limits for bus and at fair. a. Importance of staying with a partner and not going off alone. b. Importance of being on time for return bus. c. Need for being quiet on bus. d. Need for grownup behavior at fair. e. Importance of good public relations.	Parent permission blanks.

TEACHERS' GUIDE

Learning Station: County Fair

Suggested Setting	Suggested Procedure	Principles
I. Fair is coming again. We will want to go. Why do we take school time to go to a Fair?	1. Class discussion. Need to stress learning side of trip, that it is not entertainment. Get students' experiences, especially if new people in class who have not been before.	Share experiences. Review learning as situations come up.
II. Need to plan for this trip so we won't forget anything.	1. Use class discussion. (See "How To"; and P G & E for details.) This is an all-day trip, but is included in this section because it is repeated each year. This is an example of a spaced use of learning-stations. Emphasis is on learning more a about out county, community, and job possibilities. Need practice in bus riding, for those who live in town and rarely get to ride buses. Parent permission is needed for any trip, except a walking trip. Need some discussion of the prices at the fair for food and the advisability of bringing own lunch.	This kind of a trip, with all the extra stimulation in the situation, needs careful structuring and emphasis on the limits, if the students are to be going off on their own at the Fair as any High School student will want to. The pre-planning can help set the seriousness and importance of the trip.
	2. In setting the limits, it is usually necessary to limit the amount of money brought, or with their lack of judgment, they will spend too much at the carnival part.	
	3. Also need to stress seeing the Fair before the carnival.	
	4. Can use study guides.	
	5. Can use just the follow up story approach. (It depends to some extent on the type of group each year.)	
	6. Usually have to start the process of setting the limits several days before the trip, use much review and discussion, and have a well-structured review of limits before going. Stress should be on responsibility for own actions and on helping others. (See "How To"; Setting-the-limits.)	"If you don't do it right, you can't do it at all."

CURRICULUM GUIDE

Learning Station: County Fair

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
III. Getting ready and making the trip.	Bus ride. Fair visit.	1. Reviewing what they are going to do and how to do it. 2. Gaining experience in behavior in public and on long bus trip. 3. Learning about local products.	All sorts of free materials are given away.
V. ollow up.	Class discussion. Writing stories. Reading pamphlets, etc	1. Review of what was learned. 2. Practice in communication skills. 3. Reading of material brought back. 4. Reports on reading.	Materials brought back from Fair.

Learning Station: County Fair

Suggested Setting	Suggested Procedure	Principles
III. What do we need to remember to do and to look for?	1. Check parent permission slips. (No one should go without it. If can't go by student's home and get it, arrangements should be made for him to stay at school; if start the planning early enough, all permissions should be in before day to leave.)	Teacher should visit learning-station often enough to know what is going on. Regular trip procedures will be enforced. Much like any trip, except that most will have been there before, as in any learning-station.
	2. Teachers will be on trip. Need to circulate and enforce rule about never going off alone (safety factor).	
	3. Will often get chance to explain things, while watching an exhibit.	
	4. Be sure and review limits before leaving.	
Iv.. What happened? What did you learn?	1. Usual procedure for follow up. (See "How To"; Evaluation and P G & E)	Use any repeated experience as a measure of learning and of need for more practice and learning.
	2. Try to guide discussion of what was different from last year. Evaluation should help decide whether to go each year, or every other year, etc.	
	3. Motivate writing by explaining that if can't show that they learned anything, then no excuse for taking a whole day for a trip like that.	
	4. Encourage students to repeat the trip with own families over the weekend, and to take in more of the entertainment as a family activity.	Home-school coordination will help.
	5. If fair comes at beginning of year, it can act as a pretest-situation-test, for the kind of learnings that will be necessary for individual students if they are to function independently and adequately out in the community. Do they follow directions, stay with partners, explore, use all facilities, watch time for return, seem shy or uncertain, seem to have learned anything from the situation, seem to be able to make own decisions without depending on partner, etc.	Use diagnostic approach to teaching. Test learning by giving a chance to apply it in an out-of-school situation.

CURRICULUM GUIDE

Learning Station: Using a Stationery Store

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
I. Motivation	Class discussion.	1. Need to buy enough clipboards so everyone can go on a study-guide trip at once. 2. We can get them at a stationery store.	
II. reliminary lanning.	Class discussion.	Decide what we need to do in order to make this trip: 1. How much money is in our checking account? 2. Review of how to write a check. 3. Phone to several stores to price clipboards by the dozen; choose the best place to get the clipboards. 4. Make the trip. 5. Write the followup report.	
II. Preliminary reparation: racticing check writing. Taking a look t bank account.	Practicing check writing on blank checks. Keeping sample statement and balance in notebooks.	1. How to fill out a check. 2. How to look at check book and compare with last statement to see how much money there is in the account. 3. Make a sample-sheet to keep own record of how money is spent.	Sample of blank checks. Bank statement. Real check book.

Learning Station:	Using a Stationery Store	
Suggested Setting	**Suggested Procedure**	**Principles**
I. Need more clipboards, so study guide trips will go faster.	1. Class discussion. (See "How To"; Class discussion.) 2. Talk about substitutes for a real clipboard. Can decide to get the real thing, using checking account money.	If they feel a need, and see an immediate advantage to themselves, motivation is high.
II. What do we need to do if we want the clipboards?	1. Class discussion. Use guiding questions to get them to say what you know has to be said, but try to get ideas from them, too.	If guiding questions are used right, students will think it is all their own idea! They will feel much more "involved" in the activity.
III. If we are going to write a check for the clip boards, this is a good time for all to practice,although only the two class officers could actually write the checks.	1. For procedure with this kind of practice, see Bank trip preparation, under Post Office learning-station. (For check writing.)	Need to take advantage of every kind of situation that comes up to motivate needed drill and practice.
	2. Show check book to class. Showing how amounts were written in and substracted each time (get them to say that have to subtract).	Practice sheets can help develop concepts, but a real one would be better.
	3. Show how to make a sample statement in notebooks with lines for columns under date, amount spent, old balance, and new balance.	Comparing and contrasting are part of thinking skills.
	4. Show last statement, compare figures in real check book with that on statement. (Ask for volunteer, or just show to class, a few at a time.)	

Learning Station: Using a Stationery Store

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
IV. Preliminary Preparation Practicing for phone calls to price clip-boards.	Use of telephone, and telephone book for number and address. Role-playing.	1. Review of how to look up numbers in phone book. 2. Practicing what to say when call to ask for price of a dozen clip-boards.	Telephone book. Practice tele-phones. Teletraining books.
V. Making phone calls to price clip-boards.	Telephoning. Deciding cheapest buy.	1. How to telephone several stores to ask for a price on volume buying. 2. How to figure which of several is the best buy.	Telephone.
VI. Preparation for clip-board trip, and making trip.	Class discussion. Setting limits. Making group trip. Observing check writing.	1. Review of limits. 2. How to find address on street map. 3. Procedure when they want to give a check for something. 4. Buying in a store.	Checkbook. Street map.
VII. Review and evaluation: written re-port.	Class discussion. Writing story.	1. Same as P G & E.	Need follow up if they are go-ing to learn from experience.

Learning Station: Using a Stationery Store.

Suggested Setting	Suggested Procedure	Principles
IV. Need to find out where the stationery stores are, in phone book and practice the calls before we make them.	1. Can use two committees here. One to find numbers in yellow section of phone book (need discussion first, of what yellow section is), and one to role-play and practice what to say, after they decide how to do it. Usually best to get volunteers, especially if most of class is busy with a lot of other learning-station activities.	Have students find out information for themselves if possible. Have them try to plan by themselves what they want to do and how to do it.
V. Need to phone to find the best buy.	1. After practice, the committee decides who will do the phoning and who will write the answers on the board.	Make own decisions, when possible.
	2. Call, saying from a class at school, and need 12 clipboards for a class project. Ask what would be their price. One student can write the prices on the board, as the one phoning repeats them.	Have first-hand experience in a variety of things. Always repeat back any message you are given.
	3. Then group, with teacher's help, can figure out the cost of one, from the group price. Take a look at the type of board for the price. Find which store is cheaper. Decide to go there.	Record telephone messages so you won't forget them. Compare several prices. Learn to judge good values.
VI. Need to plan the trip, get ready to go, and make the trip.	1. Can use this trip as a situation test to see what they have been learning about how to take a trip: Staying together, talking quietly, being business-like, not blocking sidewalk or store aisles, being polite, helping each other, etc.	Follow steps. Group trip makes a good situation test, if teacher has points in mind they have been covering in limits and discussions of "How To."
	2. Need review of how to check street map to find the best route to the place.	Need training for independence to find their way around.
VII. Need to review what happened so can write story for the permanent record.	1. When whole group goes, can do a group story. Usually it is best to give students a choice some may want to write individual stories and some may want to get together for group story. (See "How To"; Evaluation, Writing a Story, Writing Group Story.) Don't forget that individual stories should be duplicated so all can read what each other wrote.	Need to share impressio and experiences. Should give some choice of what to do, if possible. Find some way of using what has been done.

Learning Station: Vocational Rehabilitation Office

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
I. Orientation	Class discussion. VR speaker.	1. Review of what VR is for and how it could help them when out of school if they have trouble finding work.	VR Pamphlets.
II. Planning	Class discussion. Practice phoning for appointments. Make the real call.	1. Review of what need to do when take a trip. (See earlier lessons.) 2. Setting and reviewing the limits. 3. Practice phoning for an interview. 4. How to make the call for an appointment.	
III. Filling out preliminary information questionnaire for VR.	Discussion. Vocabulary review. Filling out questionnaire.	1. Practice in filling out an application blank. Review of needed vocabulary.	Copy of VR application.

Learning Station: Vocational Rehabilitation Office

Suggested Setting	Suggested Procedure	Principles
I. If you wanted a job and the employment agency hadn't been able to find one for you, what could you do? Where could you go for help?	1. VR should have been covered earlier as part of work experience orientation.	Review and reinforce earlier concepts.
	2. Need to review idea that the service is for any kind of handicap, including these students who have a learning handicap. (Need review of implications of their handicap.)	
	3. Have VR speaker here if possible.	
II. You can go down and have a preliminary interview, to get acquainted. What do we have to do first?	1. Have students review the trip procedure.	Put the burden on the student for remembering what has to be done before he can go on a trip.
	2. Set up practice telephones so can decide what to say and practice saying it.	
	3. Look up number in phone book, write it down.	
	4. Make appointment call.	
	5. Teacher should have the arrangements all made in advance, though students don't have to know this.	
	6. Review limits. (See "How To"; Setting-the-limits.)	
III. Need to have this information ready for the interview.	1. Get application forms in advance. (They could pick them up in a study guide orientation trip.)	Copy of VR application form.
	2. The questionnaires require almost a composition in a few places. The students will need help with them, usually. Vocabulary should be reviewed, and then the questionnaire reviewed as with a study guide before it is used. (See "How To"; Study Guide.) Then go over questions, one at a time, helping students with words they might need, but stressing that the ideas should be their own. If they have trouble with ideas, you could ask some questions.	
	3. Explain that this interview will be like the one at the employment office, where the man will ask about what is on the form and anything else he wants, but that it won't be the same for everybody.	
	4. Will need a review of what their handicap means in getting a job.	

Learning Station: Vocational Rehabilitation Office

Steps	Possible Experiences	Suggested Learnings	Examples o Materials
IV. Getting ready. Making the trip.	Confirming the appointment. Reviewing rules. Making the trip.	1. Practice and experience in confirming an appointment. 2. Review of how to act and what to do on a trip. 3. Making a trip for an interview with VR man.	Telephone. Rules chart.
V. Follow up.	Oral and written reports.	1. Review and practice of communication skills.	
VI. Writing thank you letters.	Writing letter.	1. Same as P G & E.	Same as P G &

Learning Station: Vocational Rehabilitation Office.

Suggested Setting	Suggested Procedure	Principles
IV. What do we need to remember to do before going?	1. Should practice and then phone to confirm interview. (Explain that the man sometimes has something unexpected come up, and he may not be there.) 2. Review rules, and what will happen there. 3. Review how to find the place, partners, time, etc. (On trip, our man took two at a time, but they piled up on him at the end of the morning. He said he ended up with a group conference, and was amazed at the way the students were doing group counselling with each other. This procedure might be worth looking into.)	Phone. Rule chart. Street map. Room passes. Copy of application form.
V. Follow up report is needed for all trips.	1. Report to class, with review of what heppened, and evaluation. Writing a report. Can be done in pairs, or even a small group, if enough took part at once and they want to. (This is one case where copies of the stories should be duplicated and a copy sent to the VR man.)	
VI. Need to say thank you.	1. Same as P G & E.	Same as P G & E.

Learning Station: Interview with Navy Recruiter.

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
I. Planning the trip.	Telephoning to see when man would be in.	1. How to check on when it would be convenient for someone to see you.	Telephone and telephone directory.
II. Preparing for the trip	Reviewing limits. Getting ready to go.	1. Have the two who are going, review the limits before they set out. 2. Check how to get there, and time have to be back. 3. Get room pass.	Chart of rules. Street map. Clock and watch.
III. Making interview trip.	Take walking trip.	1. How to have an interview with a Navy recruiter. 2. What you have to do to join the Navy.	
IV. Follow up: review, evaluation, written report.	Telling about trip. Writing story.	1. How to tell about something that has happened. 2. Practice in writing about what has happened and evaluating what they have learned from the experience.	
V. Planning and preparing for trip for test by Navy recruiter.	Phoning for confirmation of appointment. Reviewing limits. Getting ready to go.	1. Practice in phoning to confirm an appointment. 2. Remembering what needs to be checked before leave for a trip.	Telephone. Rule chart.
VI. Trip for Navy test; follow up reports.	Take application test for Navy. Give oral and written reports.	1. Experience in taking armed forces application test. 2. Practice in make oral and written reports after a walking trip.	

Learning Station: Interview with Navy Recruiter.

Suggested Setting	Suggested Procedure	Principles
I. Some of the boys wanted to go talk to the Navy recruiter.	1. Phoned him to see when his hours were and when they could come down. Looked up number; decided what to say, practiced it informally with each other, then made the call.	Need to learn how to find information they need. Need practice before they try to do something.
II. What do you have to remember to do before you go?	1. Get them to tell you the things they need to remember.	Put the burden on the students for rememberin what has to be done, once a procedure has been learned and limits set.
	2. Have them check route on street map.	
	3. Check watches	
	4. See when have to be back for other activities.	
	5. Get room pass.	
III. Make the trip.	1. Send a pair, even if only one wants the interview. No one should go alone, from school.	Encourage them to use the community resources available to them.
IV. What happened?	1. First person to go should give report to class, answer questions of other students.	Need to give them experiences so they will have something to talk about and write about.
	2. Should also give written report, following the report and evaluation outline. Need it for the experience in writing and for the permanent record of the class experiences.	
V. Need to confirm appointment, get ready for trip.	1. Practice what to say.	Need to stress importance and techniques for confirming appointment. Point out its relationship to good manners and politeness.
	2. Look up number on card given by recruiter.	
	3. Make phone call to confirm appointment.	
	4. See preceding trips.	
VI. Take trip; report on what you learned, and what happened.	1. Unless student is rather mature, send two people. Again, second should take a magazine or book along to read while waiting.	Two on a trip provides a safety factor, in case something goes wr Gives support if at all timid. Gives someone to help remember what happened in reporting afterwards.
	2. Follow usual procedure for follow up.	

Learning Station: Trip to the Draft Board

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
I. Planning the trip. Preparation and getting ready to go.	Discussion. Looking up phone number and address. Finding address on map. Review limits, etc.	1. Need to register when you are 18. 2. Need to find where office is, when it is open. 3. Need to plan route there. 4. Need to review how to be businesslike on a trip. (Get room pass.)	Telephone book. Street map. Rule chart.
II. Follow up to trip. Filling out the registering form.	Oral and written report Filling out a form.	1. Practice in telling about what happened, what you learned from the experience. 2. Learning how to fill out a form.	Registering form from draft board. Extra copy for practice if possible.
III. Return trip to turn in form.	Review of limits. Second trip to draft board.	1. More experience in using a community facility. 2. Practice in remembering to check before you do anything, what you have remembered.	Completed form.
IV. Follow up to last trip.	Oral and written reports.	1. Same as any trip. 2. Heightened feeling of citizenship responsibilities.	

Learning Station: Draft Board

Suggested Setting	Suggested Procedure	Principles
I. Have to register when you are 18. Need to plan and get ready to go down.	1. Teacher should phone the day before and explain about special class, and the need for the student to bring the application form back to school and home for help in filling it out. 2. Regular procedure for looking up number and address, practicing what to say when ask about office hours, making the call, writing down as repeat the answer given. 3. Regular procedure for getting ready to go. (See earlier trips.)	Some students come from families that don't know or remember about draft registering and need reminding. To the boys it seems to be a status thing, on reaching 18, a sign of manhood. Draft board needs some orientation. (If low I.Q., they may not catch it, and ship him off and then have to send him back again. Need school-draft-board liaison.)
II. What happened? Now you have to fill out the form.	1. Get oral and written report of the trip. 2. Help with filling out form. If necessary, send home for parents to check (could have it all done at home).	There are learning experiences in any community use or experience. Tie down to class activity and skills learned at school.
III. Have to take form back.	1. Need home-school coordination, here, or parents will just mail form back in for student. Need to explain that it could be a learning experience, and he could do it at school.	With home and school coordination, there can be reinforcement of learning at both places.
	2. Have student tell you: what he has to do before he leaves the room (review limits, get pass, be sure he has form); where place is, how he is going there; what he is going to say and do when there. (For more capable students, this is very short.)	Train to habitually stop for a minute or two to check over what he is going to do and how he's going to do it.
IV. What happened?	1. Usual follow up to any trip. Good place for some impressions or comments on the importance of every student being willing to do what he can to help his country.	"Not what our country can do for us, but what we can do for our country."

Learning Station: City Library

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
I. Preliminary Planning. Preparation. Getting ready to go.	Class discussion.	1. City library is free to all who live in city and county. 2. Need to go down and get a card to fill out. Find out where it is. 3. Need to review where to go, how to find it, what do do when you get there, what to ask for. 4. Need to review the rules for trips; need to remember to check over what to do before going.	
II. Follow up.	Oral and written report. Show and fill out library application card.	1. Same as for any trip. Gain more skill in communication. 2. Learn how to fill out card. 3. Get a practical illustration of responsibility of a citizen.	Card from library.
III. Trip to return card and get book. Planning, preparation getting ready to go. Making trip.	Review limits. Review orally the procedure for trips.	1. Getting a library card. Using a library card. 2. Choosing a book. Looking through shelves of books.	

Learning Station: City Library

Suggested Setting	Suggested Procedure	Principles
I. A few students want books to read during vacation, want book on a certain subject like football, surfing, dating, etc.	1. Explain what library is, how it works. Point out similarity to library they have been using at school. Explain about needing to ask for a card. They can bring it back to school to fill out. Need to get it signed by a taxpayer.	As they begin to find the fun in reading, they want to do a lot if it. Sometimes a child won't really begin to read until in late teens. Need to encourage independent use of community resources.
	2. Have student review limits for you. What needs doing before going (room pass, check address and location, figure out best way to get there).	No matter how often they make a trip, they still should go through at least a short process of structuring the situation, setting-the-limits, reviewing what to do, etc.
	3. Have the ones who are going practice what they will ask for when they get there. Can put a sketch map on board showing how to find main desk, if no one who has been there before is going.	
II.. What happened? What does the card look like?	1. Regular verbal and oral report procedure.	Use writing skills in all sorts of practical situations.
	2. Show card to class.	
	3. Teacher help fill it out, or at least check it.	Get practice in filling out many kinds of forms. For every privilege there is a responsibility.
	4. Teacher can sign if property owner, or discuss who could sign it.	
	5. Need some discussion of their responsibility as citizens, once they have the card, if someone signs if for them.	
III. Getting ready to go to library. Making trip, to get book and/or new library card.	1. Regular procedure before going on a trip. (See previous trips.)	Need review.
	2. Encourage to take time to look through shelves, choose book.	Need time to browse at a library.
	3. It helps if teacher has preliminary talk with librarian, to see where magazines, high-interest, low-vocabulary books are kept.	Encourage after-school and vacation use of library. Home-school coordination can be important here.
	4. Students should have had preliminary practice in use of school library.	
	5. Reason for city library is that school library is not open during vacation.	
	(Note: Much of this preparation can be done at school, and the trip done as a homework assignment in a library near their own homes, especially if they don't live in city.	

Learning Station: City Library

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
IV. Follow up: Oral and written report; showing book.	Making report. Showing book.	1. Practice in oral and written communication and evaluation skills 2. Have fun of sharing an experience	Book from library.
V. Repeated library trips.	More trips, etc.	1. Fun of browsing and getting books at library.	

Learning Station	City Library	
Suggested Setting	Suggested Procedure	Principles
IV. Follow up: oral and written report. Show book.	1. Usual follow up procedure.	Need to be careful not to make leisure-time activities into "work."
	2. Have them show the book.	
	3. Don't make a big project out of making a book report. It might stifle the "reading for fun" part. Can say they could do it if especially liked the book, or if wanted to earn extra credit. Keep any report informal, and "for fun."	Encourage idea of sharing things they enjoy.
V.. It is good to get to know library. Good place to go if you have to wait for someone down town.	1. Need to encourage habit of using library. Can send down on assignment; let go down if having a free-reading period, etc. Library also has records, often, and pictures that could be borrowed. Many more lessons are possible.	Need practice in using community facilities.

Learning Station: Savings and Loan

Steps	Possible Experiences	Suggested Procedure	Examples of Materials
I. Trip to open a savings account: Preparation and planning. Getting ready to go. Making trip.	Same as earlier lessons.	1. How to open a savings account.	Money they want in a savings account.
II. Follow up: Oral and written report.	Telling class about trip. Show bank book.	1. Oral and written communication. Finding and reporting the problems involved in this kind of trip. Showing bank book to others in class.	Bank book.

Learning Station: Savings and Loan

Suggested Setting	Suggested Procedure	Principles
I. Money from pay check. What to do with it?	1. Some preliminary discussion about interest being higher at savings and loan company, by students themselves, but encouraged by teacher. (This was a trip they asked to make.)	Use students' own expressed interests as a spring-board for class activities.
	2. Go through regular procedure of reviewing what need to remember, where it is, how to get there, what going to do when get there, etc. Can just ask questions to get these answers.	Encourage use of skill in using community resources for other kinds of activities.
	3. Send on trip.	
II. What happened?	1. Have them tell their experiences informally to class, before do written report. This kind of a trip, in one sense, can be an exploratory trip to get an idea of problems they might run into (minors need parent signature).	Encourage ideas from the students about things that might be done, and other experiences they would like to have.
	2. Steps in having a trip should be followed although the preliminary orientation is done by the boy who wants the other to open the account. Stress the way your money makes more money for you. After a lot of experiences in use of community resources, this kind of individual exploration and experience, later shared with the group, has value as a more advanced step in the total procedure.	Encourage exploration of community. Structure it carefully, including makeup of the pairs who go out.

CURRICULUM GUIDE

Learning Station: County Health Department

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
I. Orientation	Class Discussion.	1. Discussion of direct services to teenagers of County Health Department. a. Free X-rays provided and required if want a food handler card for job in a restaurant, etc. b. Physical examination. Patch test for T.B. given if required for a job working with small children c. Dental Clinic for those under Welfare Department.	Posters, brochures, etc., from health department.
II. Preparation for trip: Planning: Bus trip.	Class discussion. Writing in notebooks. Practice and use of telephone.	1. Times of bus arrival and leavings. 2. Best place to catch bus. 3. How to use a city bus. Problems cautions, and advantages. 4. How much bus fare is for a student. 5. Need for special parent permission for bus ride and for T.B. test. 6. Route bus takes.	Bus schedules. City map. Parent permission blanks.

Learning Station: County Health Department

Suggested Setting	Suggested Procedure	Principles
I. Time may prevent a complete development of this as a learning station. Trips can come up as they need services for job openings.	1. Class discussion. Many of students will have used services through Welfare Department and other public agencies.	Good health, prevention of illness, and responsibility towards those you work with or for needs to be stressed. Need to know about services.
	2. Students need to know about services, especially such as the Well-Baby Clinic if finishing school soon.	
	3. Probably should be developed as a full-scale learning-station.	
	4. There should have been prior orientation to T.B. need for X-rays, before this kind of trip is attempted.	
II. Need to take a city bus; it is a long hike.	1. Look at and discuss bus schedule, how to find route you want, and how to read times of arrival and leaving from downtown area.	Use real schedule. May need to take procedure in steps, over a period of time.
	2. Practice phone call, and then make it to find cost of student fares. (See "How To"; Telephone.)	Give frequent chance to review and use skills learned.
	3. Set limits. Stay in seats, talk quietly, don't stand while bus moving, ask driver before get on if this bus goes to County Hospital, ask driver to be sure you get off at right place.	Safety factors should be explained and discussed for any activity.
	4. Read parent-permission blanks. Discuss why needed for bus and for T.B. test or X-ray.	Same as P G & E. Need to know something about rights of minors.
	5. This can be a review if the students are used to bus riding. If not, need more development.	Experiences will vary in a class. Can develop a learning as review for some and new learning for others. Let those who know help teach those who don't as part of the review process.

Learning Station: County Health Department

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
III. Planning and preparing for Chest X-ray (on bus trip).	Class discussion. X-ray forms to fill out.	1. Need to find hours and days X-ray is open. 2. How to fill out X-ray information forms. 3. Where to go, what to say, what will happen there. 4. Why X-ray is important if work around food or small children.	Pamphlet from County Health Department on TB and X-ray. Brochure on Food-handler card. X-ray forms.
IV. Getting ready to go; making trip.	Review of limits. Taking bus trip. Getting chest X-ray.	1. Riding city bus. 2. Getting chest X-ray. 3. Seeing County Health Department.	

Learning Station: County Health Department

Suggested Setting	Suggested Procedure	Principles.
III. Students have jobs in restaurants and school cafeterias. Need food handler's card.	1. Phone, after practice, to see when X-ray is open. (See procedure in previous lessons.)	Repeated practice before doing anything.
	2. Teacher can get forms they have to fill out when go in for X-ray. Have them filled out in class, checked over, corrected for spelling, punctuation, neatness, legibility, etc. Review words on form, as needed. Can help each other with this (not doing it for them!)	Practical application of three R's. Develop vocabulary as needed.
	3. Discussion of where to go when get to County Health building, what to ask for. Have students, especially slower ones, repeat what they have to say, as practice, or can do role-playing. Explain the procedure so will know what to expect (need to be reassuring, if tend to be frightened).	Give some sort of orientation before going to a strange place (can use sketch-map technique). Motivation: Need to stress health and safety in any activity. Need to give reasons why.
	4. Need some discussion why need T.B. checkup if work with food, or with small children. This should have been part of health education in earlier lessons. If not, need to have a whole unit development here.	
IV. Trip to Health Department.	1. Regular procedure before leaving for a trip. (See previous lessons.)	If have good evaluation set up, can catch deviations from plans, and decide if good or bad policy. Need to beware of initiative without corresponding judgment. Need to stress following directions, and get permission before change instructions but evaluation procedure if students see reason and value, will give them confidence in making changes that really seem worth it.
	2. Since this is not a major learning station procedure will be an example of how to use previous experience in a new setting. More capable students who have ridden a city bus before can go on first trip. Then one of these students goes with the next person to show him how to do it, and to see that he has no trouble. After first few trips, anyone who wants more practice can go on another trip with a new person. If feel they don't need more practice, only do it once.	
	3. Bus is a convenience. Money can be furnished from a class fund if a student can't find the necessary money. If he has a paid work experience job, student can be expected to use his own money for the bus, since X-ray is only done for those in a job where it is required. If get through X-rays quickly, can hike back to school if it is not too far and the wait for the bus will be a long one.	

Learning Station: County Health Department.

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
V. Follow up: oral and written reports.	Same as earlier.	1. Same procedure as earlier trips. (Learn from experience.)	
VI. Trips for TB Patch Test: Orientation planning, getting ready , making trip, follow up.	Class discussion. Review of limits. Bus trip. Getting Patch Test. Oral and writtern reports.	1. Why Patch test is used instead of just X-ray. X-ray is only for lungs. (See earlier lessons for test.) 2. Practice in bus riding. 3. More use of County Health Department.	Bus schedule. Rules chart, etc.
VII. Trip for reading of Patch Test: Planning, getting ready, taking trip, follow up.	Class discussion. Review of limits. Taking trip. Follow up: oral and written reports.	1. More practice in taking bus trips. 2. More use of County Health Department. 3. Learning procedure for taking Patch Test.	
VIII. Reporting when food handler's card comes.	Checking card off on class list.	1. Importance of showing card to boss on job.	Food handler's card.

Learning Station: County Health Department

Suggested Setting	Suggested Procedure	Principles
V. What happened?	1. Use evaluation as basis for modifying procedure, if necessary, if good idea comes up.	Same as above.
	2. Regular procedure for oral and written reports.	
Vi. Patch test required for nursery school job.	1. Have some discussion of why a Patch Test.	Can reinforce learnings by many kinds of related experiences.
	2. Review why needed if around small children.	
	3. Review procedure for trip, as in earlier lessons.	
	4. Have some follow up steps.	
	5. This area, too, should only be a review or follow up of prior health lessons on T.B.	
VII. Repeat trip for reading of Patch Test.	1. Same procedure as for other trips, and follow up.	Same as above.
	2. Use trip for giving more practice to those who need it for riding a bus, finding way around city, even if don't need the visit for selves (two have to go).	
Viii. Need to check off food handler's card on class list.	1. Have class check sheet for when card comes, with a clear okay.	Application of what has been learned helps set the learning.
	2. Stress importance of showing card to boss.	

Learning Station: Local Health and Hospital Exhibit and Demonstration.

Steps	Possible Experiences	Suggested Learnings	Examples of Materials
I. Planning, getting ready, trip, and follow up to two-day health and hospital exhibit and demonstration.	Preparing for and taking a trip, with partners to an exhibit.	1. Practice of skills for taking trips and using community resources. 2. Orientation into modern health, hospital, first aid, and medical practices.	Brochures, etc., given out at exhibit.
II. Follow up	Oral and written reports and evaluation Making bulletin board display.	1. Review of what was learned. 2. Using learning for planning new activities.	Pamphlets and brochures given out. Health Education books on elementary level for children to read. Articles from newspapers and magazines.

TEACHERS' GUIDE

Learning Station: Health and Hospital Exhibit.

Suggested Setting	Suggested Procedure	Principles
I. Will probably be **written fully in newspaper. Student or teacher could bring in material after a visit the day before.**	1. This is an example of how the skills and experience gained from learning to use community resources can be applied when an unexpected, but worthwhile event comes up.	Use all available community resources to supplement class room teaching.
	2. Have parent permission for walking study trips.	Use specialists whenever possible.
	3. Orientation includes **news** reports about the exhibit during class news period. Reading and showing pictures in pamphlets; class discussion of all the things and demonstrations. (It is like a fair, with many exhibits, movies, talks, demonstrations, etc.)	Use audio visual aids to reinforce learning. Provide for use of skills learned. Provide for repeated experiences out in the community, especially for those who are feeling less secure and need to gain confidence through experience.
	4. Review of rules and procedure for making trips. Deciding on partners. Getting room passes. Taking clipboards and paper for notes of what want to remember for the written report. Setting time; all a.m., and noon hour if no noon job. Arranging for those with watches to stay with those without, so could get back in time for noon jobs.	Stress value of community experiences, through providing satisfying and interesting ones.
	5. This can be part of a health unit, or a follow up and review of a prior unit.	
II. Follow up.	1. Usual evaluation, oral and written reports.	Follow up all learning experiences out of the classroom with classroom experiences to help set and reinforce and organize learning.
	2. Preparation of bulletin board display of material from pamphlets, etc. Have committees plan and work out sections of the display.	
	3. Do related reading. Have books and magazines available for looking at.	Any orientation period is a matter of becoming acquainted with a new **field** or thing. After the initial introduction need more development and experience.
	4. Many more follow up activities could be done, since this is a major orientation. If not right at the end of the year, more development should be done, as after any orientation to a subject (visit to hospitals, first aid demonstrations, etc.)	

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INTRODUCTION TO "HOW TO" SECTION

This section is part of the Teachers' Guide. The lessons described here are ones that were used so frequently it seemed easier to have them in one place and then just give the references as needed. Also, these lessons are basic to many kinds of learning activity in a classroom for retardates. Because of this, they were developed in more detail than most of those described in the guide.

HOW TO

How to Set the Limits.

A. General.

1. When the technique has not been used before, keep it very simple in the beginning. Start with just a few points that observation have shown need most working on in that particular group. As improvement is seen, one item can be dropped and something else added.
2. Avoid general statements. The rules should be so specific they could be used as a check list in a situation test.
3. To work best, the students should tell you the rules. However, until they have had some experience with this procedure, they will not have ideas unless guiding questions are used to draw out the needed, and specific, ideas.
4. All setting of the limits will need to be well motivated, since the whole technique is directed toward making the student feel responsible for his own actions.
5. It is usually easier to get more "Don'ts" than "Dos" from the students. Often it is easier to know what not to do than what to do, and so some "Don'ts" will be used. But try to help the students find answers to the questions of how to do it, what could be tried, what should be done.

B. First steps.

1. The first problem is structuring the work situation so there is a minimum of interference with learning. This first phase will be described in more detail just to give examples of what is meant by "motivation" and "guiding questions."
2. Motivation: we come to school to work, not play. If we didn't learn anything there would be no reason to be in school, especially secondary school. If you go into any office, or watch anyone working on a job, you will see that they are business-like, don't waste time, keep their mind on their own work. We need to be grown up in this class, too, so we will have time to do and to learn a lot of interesting things this year. It's no fun when the teacher has to be policeman all the time. You need to decide what will help you work better. Then, to help you remember what to do, we will make a list of a few of the things we need to work on first. What are some of the things we should put on our list?
3. Guiding question / Rule:

3. Guiding question:	Rule:
a. Do we get much work done when it is noisy? How do we have to work?	a. Work quietly.
b. Can you work well if someone is trying to bother you, trying to talk ot get your attention?	b. Don't bother others.
c. Will we get much work done if we just sit around? Should we waste time or keep busy?	c. Keep busy.

If the first question draws out the answer, no need for any more specific ones. The students may have other ideas, too. Explain the need to pick on just a few, and work on those first.

How to Set the Limits, continued.

6. The problem as with an abstract situation, is to make the rules concrete. You will need much discussion of how to apply these rules, what kinds of specific situations they fit. This can be approached through class discussion, and through having the students write repeated compositions on each rule. Here is an example of this procedure:

Rule: Don't talk in class. Keep busy so you won't talk.

Questions asked by teacher.	Ideas brought out in stories and discussion.
1. Why would keeping busy keep you from talking?	1. If you keep busy you won't have time to talk. If you keep busy, time goes fast.
2. Why don't we talk in class? Why is there a rule?	2. It is not polite. It bothers others. If all talked, it would be too noisy. If you don't talk you get done faster.
3. What does talking have to do with working?	3. You can't talk and work, too. If you try to talk or listen you will make mistakes.
4. Would this same rule hold for any kind of work?	4. Most people have trouble in trying to keep their attention on their work. On some jobs you talk to customers.
5. If you really had to say something, what could you do?	5. You could raise your hand, then everyone wouldn't be talking at once. You could ask permission, or ask if he had time to listen.
6. Do you always have to talk to get an idea across?	6. You could write a note. You could use signals, or gestures.
7. What could you do if someone tries to talk to you?	7. You don't have to answer them. You could remind your neighbor if he forgets and talks. You could just put your finger on your lip to remind him.

How to Set the Limits, continued.

C. Application of the rules.

1. The rules should be written in their notebooks and reproduced on a chart for the room. A few minutes should be taken at the beginning of the day before any work period or activity , to review the rules by reading them over. Sometimes the teacher can ask a question like, which rule has to do with noise, so they have to read all three to decide which one to say. Use different techniques to get them to both read and think about what they are reading. They can be asked what they need to remember and give as many as they can from memory.
2. At the end of each period, a simple evaluation can be done by asking how well they did with rule number 1, etc., and deciding why they had trouble, and what they should try to do the next time. Review these decisions, if there is any lapse of time before the next work period.
3. Once the rules are on a chart where all can see them, if anyone is breaking a rule just ask him which rule he is breaking, and have him read it to you. Sometimes either writing the rule a few times, or writing a short story about why it is important to keep this rule, what it means, will help with a persistent offender. Here, you should explain that anyone can forget, but if we keep on forgetting, then we are not really trying, and need to take time to remind ourselves.

D. Next steps.

1. This same procedure should be gone through for any specific lesson or work situation that comes up. Rules should be discussed, written down, read, said from memory, and reviewed before any trip or major project.
2. Gradually, the rules can get longer. Eventually, they will make a good check list or situation test for any activity.
3. After a time, the students can verbalize rules to fit any situation they are going to get into. Then the problem becomes one of applying the rules, or changing the verbalization to action. This stage in learning is easier to do if the same idea of figuring out how to do things has been used in learning how to use equipment, or how to do any of the activities they might be engaged in, from role-playing to working with a partner. Here, the idea of using a check list should be developed, and the rules reintroduced as just a check list to remind us what to do and how to do it, and to use in evaluation to see how well we did.
4. The idea of the rules as a reminder can be used. In this lesson, each student is asked to think of the kinds of things he, himself, needs to remember. Teacher again will need to use guiding questions to prompt. This will often result in quite a long list for a chart, but each student will write down the whole list and then just check the ones that he needs for himself at that particular stage. This is just an extension of the check list idea.
5. Another stage in this process is a more abstract one. It is to begin to use the idea of rules as a matter of being a good citizen. Some discussion will be needed about what citizenship means, why we have to have laws, who makes the laws. The class in this study decided they needed to call these rules their "Constitution." They ended up with a three-part statement for class, jobs, and trips. This list covered every persistent problem that has come up in the frequent evaluations, everything that had caused any real difficulty in any of the three situations.

HOW TO

How To Evaluate.

For Students: General

1. What did we do; what got done?
2. What was good about it? Why was it good?
3. What did you like best about it? Why?
4. What wasn't so good about it? Why?
5. How could we do it even better next time?
6. Where do we go from here? What comes next? What is the next step?

For Students: After any work.

1. How much got done?
2. What still has to be done?
3. Is it done right? (Look at it, and see!)
4. How could I do it even better?
5. Did I clean up after it?
6. What do I do next?

For Teachers:

1. Explain that we need to stop and take a look at anything we have done to be sure it was done as well as we could do it, and to see what we can learn from it.
2. The first step is to tell what happened.
3. The next step is to tell what is good about it. Often it is too easy to find all the wrong things; but the good things are what we want to build on. Also, taking time to look at what was good, what we liked, will make it easier to accept the not-so-good ones that need improvement.
4. One trouble with the next step of looking for the not-so-good things is that often these students have known so much failure that they can be somewhat overwhelmed and discouraged by all that went wrong. So it is important to pick out only one or two of the more important things on which to start working. If limits are set in advance, these rules can be the basis for deciding how well it was done. Sometimes the students don't have the ability to discriminate well enough to tell what went wrong and why. You need to try to find why they think it did or didn't go wrong, if they are to take the next step of being able to figure out what to do about it.
5. How to do it even better is really the reason for doing the evaluation in the first place. Sometimes you have to point out that even if it didn't seem to have anything very much wrong with it, chances are you could make it go even better. Here, too, picking on just one or two things, specific things, to work on is better than getting a long list. In all of the evaluation, it will be necessary to use concrete illustrations of actual incidents to point up the application of the questions.

How To Evaluate continued.

6. The "next-step" question may be one of improvement, one of continuing with this activity, or one of going to a new, but related, activity. It should follow from both the good and the not-so-good sections; it may follow from the first question, of how much was done.
7. This process of learning to evaluate is a long-term one. In the beginning, the teacher will have to guide each step with questions, prompting, etc. Gradually it will take less time, and eventually the students themselves can run it, one being in charge and asking questions. Often, even in the beginning stages, the students will have good ideas for each step in the evaluation.

8. Time must be provided for this evaluation at the end of any work period or activity. After they learn how to do it, for most routine lessons, it will take two to five minutes. The process can be part of any story-writing about their experiences.

HOW TO

How to Have a Class Discussion.

A. Why need it.

Why	Principles
1. To get students involved in the lesson, and thinking about it.	1. Learning goes best if it is not passive reception. Need to draw from, not just pour in.
2. To widen experience by learning about experiences of others.	2. We don't have to do everything for ourselves. We can learn from the experiences of others.
3. To discover faulty concepts.	3. Learning can only be estimated from behavior. Talking is one kind of behavior.
4. To share ideas.	4. The number of ideas is limited for these students, but among them all there will be a wide variety. They need to learn the advantage of many heads over just one trying to think of many things.

B. When it is useful.

When	Principles and Aims.
1. To review something already learned.	1. Need repetition to help set the learning. Need to see what they all remember.
2. To introduce new knowledge.	2. Other people can be a source of information.
3. To get an answer to a question or a problem.	3. Need to think of pro's and con's and possible solutions. Need different viewpoints.
4. To plan for an activity.	4. All should have a part in making the decisions.
5. In evaluation.	5. A consensus of opinion and reactions is always useful. Each one has a responsibility.

C. Setting the limits.

For students:	For teachers:
1. Stay on the topic.	1. Ask if what they want to say is related to what you have been talking about. Any unrelated comment needs to have this pointed out. Ignore unrelated statements or ask not to talk.
2. Only one should talk at a time.	2. May have to have them raise hands to talk, if they forget. Explain or get them to tell why this is important.
3. Try not to interrupt.	3. Remind about politeness. And about being patient with people who forget.
4. Be polite. Don't make fun of an answer you don't agree with.	4. Manners are basic in any discussion. Thoughtfulness of others should be stressed.
5. Pay attention. Listen carefully to what is said.	5. Explain that in a discussion, we need the thinking of everyone. If you want people to listen to you, you will have to listen to them.

C. continued.

6. Everyone should take part.	6. We need to share ideas, to express our opinion. Everyone should be willing to help.

D. Steps in the process.

What	How
1. They need to have something to talk about, something to base ideas on.	1. This is especially important for MR students with more limited experiences and vocabulary. a. Show movie, other visual aids. b. Read about it. Teacher can read or tell it to them, or they can read it. c. Teacher can know that this is something they have already had some experience with. d. Can give preliminary experience through an exploratory trip. e. Might be discussing something they are doing at the time.
2. The topic must be introduced in some way.	2. Sometimes the "stage" has to be set. Usually the discussion follows naturally from some preceding activity, or grows out of a question raised, etc. a. Teacher can bring it up, explain what it is all about; state the problem or idea. b. Teacher can ask a motivating question. c. Student can bring up a problem that is bothering him.
3. Get responses from the students.	3. The teacher may stimulate the responses, or sometimes the students will volunteer them. a. Ask if they agree or disagree with something, and why. b. Make a definite statement that will challenge a response, even a deliberately wrong one. c. Ask guiding or leading questions. d. Comment on a student's reactions; invite a response. Be alert for unspoken reactions, or a seeming wise-crack that reveals a feeling or an attitude.
4. Elaborate on and follow up first responses.	4. With MR students, you may get one-word answers or comments that don't quite hit the point. a. If there are mistaken concepts, question to clear them up, explain further, etc. b. Prompt for a fuller answer. c. Ask if others agree or disagree. d. Ask questions and give information to elaborate on first statements, o explain further. e. Ask for a definition of a word used.

Class discussion, Cont'd.

	f. Ask how else it might apply; question to build up more associations.
5. Then tie it down to their own needs and experiences.	5. Whatever is done or taught needs to be related to themselves. a. Ask what they have ever done or known that is like this or that tells more about it. b. Ask how they feel about it, how it affects them.
6. Get them to review the points in the discussion in their own words.	6. This is about the only way to be sure what they are getting out of it. a. Ask if they can tell what you have been talking about, what they remember. b. Can use a sequence technique, what did we talk about first, and then what, etc. c. Use this discussion for further correction of concepts, as their responses show gaps or errors in the learning. d. They should know what a review is for, and why it is used. e. As part of this summarizing process write the points on the board for copying in notebooks.
7. Help them see how the results can be applied.	7. This is the "so what" step, so they can see why bother to learn about it. a. Ask them how, what they have been learning could be used. b. Talk about who else might be interested in learning about this, too. c. Show how it will be of use in further class work. Get ideas from them here, too.

E. Problems that will need to be considered.

What	How
1. Some students will be slow in making a response.	1. Give them plenty of time to think. Ask before deciding to call on someone else, if they are still thinking, or if they give up.
2. Some will be shy or afraid to talk.	2. This is part of the feeling-tone in the room. They need to learn that mistakes are one way of learning, that what they say will be considered seriously and some praise forthcoming for it (for trying, if nothing else). Discourage other students laughing at mistakes when one is really trying. Even one-word responses will tend to encourage more talking.
3. Some won't want to make the mental effort.	3. Call on them directly. Insist on an answer. Goad them a bit, tell them to think, to wake up, etc.

E. Continued.

4. Some will take the easy way out, by saying, "I don't know."	4. Don't accept such an answer. Ask another question, to prompt. Tell them to think. Reword the question.
5. A few will answer and some won't say much.	5. Don't assume they all know it just because you get a quick answer from one or two. Ask several of the slower ones, if you have any doubts. (This is a form of a review, too.) Don't overlook the slower ones, in the rush of volunteering by a few. Call on different ones.
6. Their thinking processes will be fuzzy. Watch for overgeneralizations, etc.	6. Try to pin down their ideas to specifics and to individual situations and applications.
7. You will always have the problem of how to teach them to talk.	7. Use of telephone and tape recorder will help. Role-playing will sometimes encourage verbal expression. Informal conversation-time in class will help give practice--more formal situations may produce a kind of blocking.

HOW TO

How to Write a Group Story

For students:

1. Try to give the sentences that come next.
2. Copy down in notebooks as it is written on the board.

For teachers:

I. First step: Writing story.

1. This gets more complex as the students gain experience.
2. Use guiding questions, if the students can't respond to the more general question, "What should we say next?" In the beginning, they will need much prompting.
3. If possible, use the sentence as a student gives it; insist on saying it in a complete sentence, so it can be written that way. If words used are too long for easy reading, ask how we could say it so it would be easier to read; if necessary, re-word it as you think it should be.
4. Say each word as you write it on the board; some students will be able to write from hearing the word.
5. Encourage the students to watch for your mistakes in writing it down; ask for frequent prompting from them as to what comes next; occasionally make a deliberate mistake to see if they can catch it. All of this will help keep their attention, and make them think about what they are writing (avoid, as much as possible, the process of "in through the eyes, out through the pencil, no stopping in the brain!").
6. As you write, comments can be made, on how you form the letters, on punctuation and why, on sound and spelling of words, on tense and singular and plural, etc. This seems to help focus attention on the process, without inhibiting ability to copy; sometimes you can even ask them why a punctuation mark was used, how to spell a word, why a certain form of a verb, why or how a plural noun, etc. This also helps slow down the copying process, so the slower ones can keep up better, and the faster ones are getting some practical applications of the things they have been learning in English lessons.

How to Write a Group Story, Cont'd.

7. In the beginning, the stories are not too long. Gradually, paragraphs can be introduced, even the reason for paragraphs if they have gone that far in the grammar books. Stress in the stories, anything they happen to be working on in the grammar workbooks, such as abbreviations, apostrophes, etc.
8. Copying in notebooks is useless unless the material is to be used in some way.

3. Reading back from own notes.

II. Second step: Reading back the story from own notes.

1. At intervals, during the copying, stop to have them read back from own notes what was written so you can hear how it sounds. Have all the others follow along in their own notes, explaining that it is easy to make mistakes in copying, and they need to proof-read, or find their own mistakes. Also, if they are following along, they can help the person reading if he gets stuck on any word.
2. Often story will take more than one day to do; if so, this review should be done at the beginning of each writing session.
3. Sometimes, as a sort of game, and for proofreading and refreshing memory of what has been written, use "keep the pot boiling," a process where each takes a turn, without being called on, seeing how smoothly they can keep the story going. Read by sentences.
4. By having students read the story in sentences, or later by paragraphs, they have to be able to tell what is a sentence or a paragraph; it makes a good learning situation and practical application of knowledge.

4. Using notes to answer a study guide.

III. Third step: using notes to answer questions on a Study Guide.

1. No point to writing a group story unless it is used in some way. If what is in it is important to remember or if they are learning the process, study guides can be made, with questions they can answer from the story, from their own notes.

1. continued.
   (When the students have to read their own handwriting, it is surprising how fast it will improve, if the teacher has shown them how to practice making the letters.)
2. These questions, especially in the beginning, should use practically the same words that are in the story, and require only a short-answer response. The similar wording helps them find the right place; the short answer because you are not testing ability to write, here, but thinking skills.
3. Keep the questions in sequence with the content. They will only get confused if you skip around in the story. (It is a much more complex situation, and should only come much later, if at all.)
4. Sometimes, if the story lists several things, the study guide question can be set up so they will have to list several things, or even several related ideas. Be careful about making it too complex in the beginning, though.
5. These study guide questions should be corrected by the teacher, and returned to the students for correcting or for keeping in notebooks so they can be used for reviewing for a test.

   (See "How T"; study-guides and testing.)

HOW TO

How to Use Carbon Paper.

Introduction: This turned out to be a skill that needed to be taught. The problem came up when several students were absent. It was decided that by making carbon copies of any writing on the board, no one person would get too far behind in his work, and it would be helpful to all at some time during the year. Only volunteers did it, unless too many were absent. Good handwriting is important if someone else has to read it.

For students:	For teachers:
1. Look to see which side is the shiny side.	1. Need to point this out, help them to see the difference in the beginning. Most carbon has some writing or a different color on the back, to help in this discrimination.
2. Put shiny side down on one piece of paper, put another piece of paper on top, like a sandwich.	2. This is not as easy as it sounds, at least for the lower I. Q. students. Teacher will have to supervise this step a few times, until they catch on and get some practice.
3. Tap papers to get them even.	3. This is set up as a separate step, because it, too, is not easy for some students. It may be a problem in both spatial relations and visual discrimination. Some students with poor coordination will need more practice.
4. Put paper clips on.	4. This almost has its own step-by-step procedure. The problem of keeping the paper even, sliding the clip on after getting it open, and not getting the papers uneven in the process is rather complicated for some students. They will need much practice. The number of clips will vary, too.
5. Set the papers down so the correct side is on top for writing.	5. They have to be shown how to peek to check on the carbon and then how to keep that side on the bottom when the paper is placed on the desk for writing. Somehow, just in picking up the paper to straighten it on a desk, they can get it turned over.
6. Write so the carbon will make a clear copy.	6. This, too, can be a problem. If they press too hard, it will wrinkle the paper or tear it. As they write, the papers tend to lose their evenness, and the lines on the composition paper will be wrong for the bottom paper. (Need to be sure the lines match, on step 3, above.) If they don't press hard enough the writing won't go through clearly. If they press too hard, their hand will get tired and cramped. This step takes much practice and supervision in the beginning.

How to Use Carbon Paper, continued.

7. Check papers once in a while to be sure they are staying even.	7. This can be explained to the students as just what you should do on any job as you go along, that you need to take time to see how well it is being done. Writing, itself, is such a problem that it is apt to take all their attention unless they become aware of the need for this step.
8. When finished with the writing or with that page, take the paper clips off carefully and take the carbon out.	8. With this step, the point is not to leave paper sitting around with carbons in them. They tend to get full of unintended marks. The paper can tear when clips are being taken off if they are not shown how to slide the clip around with blunt edge first.
9. Replace carbon on back of first sheets or on new papers if a second page is needed. Follow steps 1-8.	9. There are steps here, also. First the first page should be turned over, then the carbon put on it, then the next page turned over, and finally all fastened. Spatial relations is a big problem here, unless they take each step in turn. With some, it may be better just to start with new sheets of paper, rather than try to use the back sides.

Setting the limits or Things to watch for in using carbons. (For students.)

What	Why
1. Keep fingers off the shiny side of the carbon.	1. It comes off, like ditto carbon, and can mark hands or clothes.
2. Only take the number of paper clips you will need. Usually two are enough, one at the top and one at the opposite side on the bottom.	2. Extra clips just get in the way. They can get lost, and we don't want to waste anything.
3. Only lift carbon once, after you start writing, to see if it is printing. Then do not lift carbon again until page is finished.	3. Every time you lift the top paper, it will move the paper clips and get the two papers uneven. If the bottom paper is not even with the top, the writing will not be on the lines. Also, moving the clips to look makes marks on the underneath paper.
4. Be careful not to touch the paper with anything hard, even if you aren't writing on it.	4. A mark doesn't have to show on the top paper, to print on the bottom one. You want a clean-looking copy.
5. When writing, hold the top or side of your paper to help keep it in place. But keep hand to edge, not all over the paper. Don't touch any more than you have to.	5. Even leaning on some carbons will make them smudge. You need to hold the paper so it is less apt to slide or wrinkle as you write, but keep that hand along the edge so its pressure won't smudge the underneath paper.

How to Use a Carbon, continued.

6. Check the papers as you write to be sure they are staying even.	6. It is easy for them to get out of line. If you keep checking, you will catch it before it makes too much difference.
7. After you finish, don't handle the carbon copy too much. Put it right in the file or your notebook.	7. Most carbon copies will smear easily. Keep your hands off the printed part.

HOW TO

How To Use A Study Guide

A. Introduction

1. Definition: A series of questions requiring a fill-in or underlined response.
2. Purpose: To aid comprehension of what is read or observed. To provide the equivalent of a teacher's guiding questions for independent work by students.

B.

When to Use	Examples
1. With any printed material.	1. Story books, text books, pamphlets, posters, etc.
2. With any stories or outlines copied in notebooks.	2. Group stories of trips taken, outlines done on board by teacher of material to be learned, etc.
3. On any exploratory trip.	3. Trips to learning stations, tours of buildings, trips to visit exhibits, fairs, etc. Whenever there is no talking to be recorded.

C.

Why to Use	Examples
1. To develop concepts.	1. If a fuse keeps blowing, why is it a bad idea to use a penny to keep the lights on?
2. To help remember facts.	2. What two things might they ask you in an interview at the employment office?
3. To help focus attention on details in a situation.	3. What does it say above the top letter drop?
4. To help in orientation to a place.	4. Where does the down ramp lead to?
5. To learn to read and follow directions.	5. What does the sign tell you to do to get an envelope for paying bills with? Do it and get the envelope.
6. To define a word.	6. Use your dictionary. What is a parcel?
7. To give reasons for something.	7. Give the two reasons why the employment office would want to know about your skills.
8. To help learn to make decisions.	8. Are the laws strict enough, or is it just a matter of enforcing the laws we have?
9. To break learning down into steps or segments that can be taught one at a time.	9. Re-unemployment insurance: How much money do you have to earn to get it? How long a time do you have to work to get it? If you get fired can you get it? How often do they pay the money to you? For how many weeks? What three things do you have to do to satisfy the requirements for getting it?

Study Guide, Cont'd.

D.

Techniques to Use	Examples
1. In the beginning, keep sentences short, with short answers.	
a. Yes-no answers.	a. Are addicts law breaking? Do they lead useful lives?
b. Sentence completion.	b. The employment service helps you get a ______________.
c. First letter clues.	c. In an interview you should be P____________.
d. Circling one from several.	d. How many windows sell stamps? 1 2 3 4.
e. Underline a choice.	e. The big picture on the wall is called a mural. What is growing? lettuce; celery; artichokes.
2. As they gain skill, the study guide can become more complex.	
a. Longer sentences.	a. Between the slots for mail, there is a sign telling you when the mail goes to other places. When does the mail leave for Davenport in the morning?
b. Longer answers required.	b. Why is the power house usually below the dam?
c. Require own words in answer.	c. Tell why you liked this trip.
d. More abstract answer.	d. What does it mean to be realistic about wages?
e. Listing more things.	e. List six things the sign says you can do at window two.
3. Use a sequence with the questions so there is some pattern that the students can follow.	
a. Go sentence by sentence in any printed or written material, or at least don't skip around on a page.	a. A person looking for a job has to fill out an A__________ F__________. After you fill out the form you go in for an I____________________. What are two things they might ask you in a counselling interview?
b. At a place, it usually helps to start at one easily found point, and go around the room, etc., in one direction until you get back to that point.	b. As you come in the front door, what kinds of things are being sold on your left? As you walk on down the aisle, what small department is between men's wear and shoes? The elevator comes next. What is just behind it?

E. Steps for teaching the students how to use the study guides. First stage: written work.

What	How
1. They need to get the idea of reading to answer a question.	1. Have them read over the question and their answer to see if the answer makes sense with the question.

Study Guide, Cont'd.

2. Group lesson.

a. Have each question read aloud by a student.	a. Teacher and other students can help with words that aren't known or can't be sounded out.
b. Ask for an answer to the question. All write answer down.	b. Class discussion. Teacher can give clues, prompt, ask other guiding questions, etc. Can ask student to read sentence that answers the question.
c. Read questions aloud, in turn, but find own answer.	c. To check on answers, have students read an answer aloud. Teacher can just check each student's paper, as they do it, in beginning. May need to point out part of page or paragraph the answer is in.
3. Working in small groups.	3. Appoint a group leader (usually a good reader).
a. Read aloud in group, help each other with words.	a. Need to see that one good reader is with each group.
b. All should agree on an answer before writing it down.	b. Some will speak up, some won't. Leader should poll the group.
c. Have teacher correct papers.	c. All will tend to have same wrong answers. Need to point out mistakes, ask them to try again.
4. Work in pairs, with partners.	4. Select partners so more able can help less able. Watch for personality clashes.
a. Take turns reading and asking questions.	a. Need to encourage good reader to be patient with slow reader, and to help with words.
b. Come to agreement on answer.	b. Best to each try to answer for self, and then compare answers and re-check if different.

E. Continued. Steps for using study guides on a trip.

What	How
1. Learn the vocabulary.	1. Read over until familiar with the words. Use regular procedures for vocabulary drill. Keep vocabulary fairly low-level, here. Orientation to the situation is more important than the reading and word concepts, per se.
2. Discuss where, what place, the answers can be found.	2. a. The question can give some description, such as "under the S. C. letter drop there is a sign . . ." b. Obvious landmarks or easily-noticed objects can be mentioned in their relation to this question.
3. If the place is at all complicated, prepare a sketch map, and show them how to use it.	3. a. Duplicate the sketch map on the board. b. Explain the starting point. c. Show clearly any aisles, doors, unmovable things like elevator, stairs etc. Label them.

Study Guide, Contd.

	d. Trace on board-map the route they will take as they go around the floor area.
4. Give practice in reading the guide until they seem familiar with it.	4. a. Partners can drill each other on it. b. One student can read the first question and call on another for the next. c. Teacher can just lead a review for a few days if motivate it, and don't make those who know it practice it. d. Some really slow readers won't ever be able to read it, so don't belabor this point. Their partner could help with the reading.
5. Explain they may have to make several trips with a study guide before they really get to know a place. This is the difference between a trip and a learning station.	5. a. Have duplicate copies of study guide, if needed. b. If they don't finish a guide in one trip, break it down into a smaller area to cover. c. Can prepare different forms of a guide for the same area, going in a different direction or changing the wording of the questions.

F. Followup with Study Guides.

What	How
1. Use study guide as the basis for a later test. The questions in the guide can be reworded or even used as they are.	1. a. The employment service helps you get a raise in your job. (T F) b. After you fill out an application form, you go in for an interview. (T F)
2. Do an item analysis, to see where they had trouble with a guide. This is a form of evaluation, a part of diagnostic techniques.	2. a. You may need to re-word a question so it can be more easily understood. b. You may be trying to do too much at once and need several questions instead of just one. c. You may need to give more preliminary orientation on where to look for answers. d. They may just need more practice. e. You may need more demonstration and guidance of how to read a question over with your answer to see if the answer makes sense. f. May need more explanation of the fact that in an either-or question you can't just say "yes" or "no." g. It may be a matter of needing to teach basic concepts that you have assumed they knew (like a.m. and p.m.).

HOW TO

How to Role Play.

Students:	Teacher:
1. If for an interview or a telephone call, review the notes you have made on what will be covered.	1. Usually this is best done as a class reading lesson. After repeated practice, the partners could just go over their own notes by themselves first.
2. Decide what the situation will be.	2. Need to describe for them what the situation will be, where it is, and what is happening. This includes "How To" notes. In some cases, they can set it up for themselves.
3. Decide what people will be part of the situation.	3. Usually it will be only two. Once in a while you may want a third. In some interviews, there will be a third person at a reception desk (secretary, etc.). In answering the phone in class, they may have to come and give the teacher the message. One may be at a switchboard.
4. Decide who is going to take which person's part.	4. Teacher may have to structure this a bit, if certain students need certain kinds of practice.
5. Set out the props, or materials you will need (phone, chairs, etc.).	5. The point here is to use simple stage "scenery," as a means of increasing the concreteness, or real-life aspects of the practice. In an office, it is important to know how to come in a door, walk across the floor, take a seat as asked, etc. Will need practice phones, or the tape recorder, if simulating a phone call or trip interview.
6. Review what you think each person should say.	6. The actual words may need to be written down and practiced, for some situations. This is true for some of the telephoning, for knowing what to say when telling who you are and why there for an interview, and for practice in manners such as making an introduction. The procedure would be that of "writing a group story," where they all help get the sentences or words, the teacher writes them on the board, they are copied in notebooks, used as a reading lesson till they can read them fairly easily, and perhaps finally almost memorized. This last step tends to come as they role-play, though.

How to Role Play continued

7.	Decide if there is any moving around just where the door or desk would be, and how and when the moving around should come.	7.	This is like setting up a pattern or diagramming a football play. It seems to be part of spatial relations and orienting themselves for future action.
8.	Run through the practice session once to see how it goes.	8.	The first practice will show what changes need to be made, whether the steps are clear in the students' minds (or if the sequence needs to be made clearer), and where they are having most trouble.
9.	Take time to evaluate this first trial, to see where there might be trouble. Add any needed changes. Try to decide how you could do it even better.	9.	The rest of the class may have suggestions about how one of the participants could improve his performance. This needs to be kept very informal. Perhaps, the teacher should handle it, and do it very tactfully, if the students are at all self-conscious about what they are doing. If they realize it is only practice, and if the first steps are kept informal, this step will go more easily. After a little experience with the procedure of role-playing, the self-consciousness tends to disappear. You will need to stress "constructive" criticism, if the other students get too disparaging. One good technique here is to ask the student who criticizes to get up and show what he means, act it out. Sometimes they need to do this, anyway, if they have trouble explaining what they mean. (All suggestions in an evaluation should be constructive. They should have learned this before they ever get into a stage of joining in this step of role-playing.)
10.	Once you are pretty sure you know what to do, keep on practicing. Get someone to watch and see if they can think of anything that might help you do it better. Use what you have written as a check list for the one watching.	10.	This is where the repeated-practice comes in. One danger here is that they will practice, and learn, the *wrong* way of doing something. This is why the teacher should supervise closely in the beginning. Also, before the students go out to use what they have been practicing, the teacher should use the role-playing as a situation-test, to see if they can do it easily and habitually.

How to Role-Play, continued.

11. Repeat this role-play practice each time you want to do that thing, as a review. Don't trust your memory. It is easy to "block" in a strange situation.	11. The need for repeated practice and then review before each use should be stressed. Usually an incident will happen with the telephoning, where a student will suddenly forget everything he has learned when actually faced with the one on the other end of the wire.

(See Teletraining References, under Telephone, "How To" for suggestions for role-playing.)

Reference: Nichols, H. and Williams, L. *Learning About Role-Playing For Children and Teachers*. Washington, D.C.: Association for Childhood Education, International.

HOW TO

How to Use a Telephone.

Students:

A. How to Dial
  1. Always write the number down first, and look at it as you dial.
  2. Listen for dial tone before you start to dial.
  3. At school, listen to dial tone, dial 9 for an outside line, listen for second dial tone, then dial number.
  4. Put finger in hole, push clear around to end.
  5. Then take finger out and let dial go back by itself before you dial the next number.

B. How to answer the phone in class.
  1. First say, "Miss H_______'s class. . ."
  2. Then give your own name, "John Doe speaking."
  3. "May I help you?", comes next.
  4. If the caller doesn't give his name say, "May I tell her (or him) who is calling?"
  5. Then go over and tell that person he has a phone call.
  6. If the person can't come to the phone right then;
     a. You might have to ask the person who is calling if he could hold the line; the one he is calling will be there in just a minute.
     b. You may have to say, "May I take your number and have her call you back." Be sure to write the number down. Repeat it after him to be sure you have it right. Repeat his name, too.

Teachers:

A.
1. Write steps on board. Have students copy in notebooks.
2. One student can sit and check off notes as other student practices, to be sure he doesn't forget any of the steps
3. Teacher should demonstrate first, explaining or verbalizing each step as it is done.
4. Ask for student volunteer, while first notes are still on board. Show how to check off steps as he tries to do it.
5. Review the steps orally with each student before he tries to dial (memory, for student). Sometimes they can't remember all the steps, but if you say, "and then what happens," they can remember the next step in the sequence.
6. Have students practice until the listening for the dial tone and leaving the finger completely off the phone while the dial returns by itself are habitual. Writing the number down first should be habitual, but since it is the first step, they often need reminding.

B.
1. Again this needs to be written down and used as a check list.
2. They need to practice this on the practice phones until they have it down so it is almost automatic. (They get to sounding so professional that it is always a source of compliments when anyone phones.)
3. You will have trouble with "May I" and "Can I." It will need reinforcement by explanations of why it is used, reinforcement in grammar lessons, reminders before they answer, etc.
4. The students tend to get frustrated if a caller gives his name and message so fast they don't have time to go through the whole sequence in answering. This will need some discussion, practice of what to do in this situation, and additional role-playing so they won't block and become voiceless, especially the lower I. Q.'s.

Telephone, Contd.

c. You might have to ask if you could take a message. Always repeat the message to be sure you have it right. You could write it down.

C. How to phone for an interview.

1. Say, "This is ________," and give your name.
2. Tell them you are from Miss H________'s class at the High School.
3. Say, "We would like to come down for a practice interview. When would it be a good time for us to come?"
4. They will ask who is coming with you. Give the name of your partner, who will be running the tape recorder.
5. Remember to repeat after them the time they say. If they ask when you want to come, you can say either today or tomorrow or whenever you had hoped to.
6. May have to ask for an extension number, or for a certain person, after the first oen answers. Write it on board before you phone.
7. If appointment is not for that same day, you must make a confirming call the day you are to go.
   a. Repeat the first part, giving your name and the class.
   b. Say, "I wanted to confirm the appointment I had for a practice interview today at ___ o'clock." They will check on it, and tell you if it is okay or not.

5. The routine for when the teacher is busy and can't come right away will need much role-playing over a long period. In actual fact, you would be careful which students you had try to take a message! It is important to get the name of the person calling.
6. Some calls may be long distance. This problem should be worked on in role-playing especially if it comes up when the teacher is out.
7. Students can take turns being in charge of answering the phone by the day or week. If all have to take a turn, practice will be motivated. Other students will insist on drilling the weaker ones.

C.

1. Need to practice the exact words. If they try to deviate, nine out of ten will end up tongue-tied or forgetting the polite part.
2. Need to write this down in notebooks, and use as a check-list when practice with partner.
3. Stress the need for politeness, the need to ask, not tell, etc.
4. Have to watch to see that the person who is going to have the appointment actually makes the call. Some who are more aggressive will tend to do it for both partners, otherwise.
5. Stress need for repeating any sort of message or statement after the person to be sure you have it correct. Explain that our minds can play tricks on us. And sometimes this helps us to remember.
6. If the students have been taught to phone in when they are absent, and your school has a central switchboard, they will already have learned the procedure for asking for an extension or a certain person. If not, this will need more development.
7. Tie in the need for confirming a call with both politeness, and its importance for things like plane tickets, etc.

References: American Telephone and Telegraph Company: Teacher's Guides:

1. Teletraining for Business Studies

Includes "How To's" for Using the Directory, making and answering business calls and long distance phoning. Has a teacher developed "suggested test." Has suggested role-playing situations and a student supplement for role-playing.

2. *Teletraining for English and Speech*. Covers directories and dialing, role-playing, correlated English activities, related activities and the "How To" of telephoning. Has a student supplement for role-playing.
3. *Telephone Activities in the Elementary Grades*. Has good film and film-strip references, information about kinds of telephones, how to use a telephone directory, etc. Gives suggestions for correlated activities and background and reference data.

HOW TO

How To Use A Check List

For Students:

1. Practice until you can read the list easily.
2. Read the first item. Do it.
3. Put a check mark by that item when you have done it.
4. Take each item in turn. Do not skip any.
5. As a final check, read each item aloud and have your partner check to see it it was done correctly.
6. If you think you know how to use a check list by yourself, have the teacher check you out a few times to be sure.

For Teachers:

1. Usual procedure for reading with practice, vocabulary development, guided reading, practicing with partners, etc.
2. Explain the necessity of keeping track, by some sort of marking, of which ones have been completed.
3. A check list should be a sequence of steps. If it is a real sequence no step can be skipped, although later two steps could be combined into one.
4. In the beginning, have a partner double check to see if all were done, and no mistakes made.
5. Work towards independence in using a check list so eventually a student could use one by himself.
6. The whole point of a check list is that you do not have to depend on memory. Stress the importance of always using it with electronic equipment or anything very expensive like a duplicating machine.
7. For some students, a later step would be to set up the equipment from memory first, and then use the check list. This step would only be for a few students who showed a real knack with the equipment, and probably should not be on a student list of "How To's". For most MR students, memory is not dependable, from day to day.

HOW TO

How To Use A Tape Recorder.

A. Introduction.

1. The small transistor tape recorders have many uses in a classroom. They stimulate many kinds of verbal communication activities. They can do almost anything the larger recorders do, including being run on electric current (with an adapter) or battery. The large recorders can be hooked up to a gadget where a number of earphones can be used at once, so groups can be working quietly on different lessons. But the transistor recorders can be taken along on trips to provide a record of what happened. Maybe a series of earphones could be used with even the small recorders if the right attachments were used.

2. There are several advantages to teaching the students to use the tape recorders. The mechanically-minded will be so interested in them that they will be motivated to all sorts of language activities just so they can use them. It gives a real feeling of accomplishment, of being good for something when after a step-by-step development even the slowest learner can use the tape recorder. The tape recorder itself has words and directions that have to be read and learned. Use of a check list each time a recorder is set up gives more reading experience. Any recorder gives a student a chance to hear himself. Use of a recorder in class, to pick up a group activity, provides an excellent media for insisting on clear, legible speech, spoken loudly enough so all, including the recorder, could hear. It gives a practical way of using the language arts. In one sense, it also gives the teacher a media for a situation-test in that it can be re-run and used to assess a student's ability in many kinds of verbal activities.

B. Steps in Learning to use.

1. The first step in teaching the students to use the tape recorder is to teach the vocabulary needed in order to run it. Most recorders have words, or abbreviations of words, that will need defining and word recognition drills. For any drill or practice, the procedure of writing on the board, copying in notebooks, and studying from the notes is recommended. Then review with the words on the machine itself.

2. The second stage is to demonstrate each step in the procedure, with a verbal explanation as it is done.

3. A third step is to ask the students what comes first, then demonstrate it again, then ask what is next, and demonstrate it, etc.

4. The fourth step is to have a student demonstrate each of the steps, as you ask what comes next. A different student could do each step.

5. A fifth step is to have one student try all the sequence in any one stage of using the recorder. (Setting it up for classroom use, checking it out for a trip, using it on a trip, putting it away, changing tapes, etc.)

6. By now you should stop and get the steps written down on the board for the students to copy in notebooks. These steps can then be used by the students as a check list.

7. Now the students can work in pairs. As one student is checked out as okay by the teacher, he can begin to check out the next student until both think they are ready for the final situation-test by the teacher. They need to know how to use a check list for this stage.

8. Frequent review tests should be made by the teacher to prevent wrong habits from starting.

9. Eventually, only a verbal review of the steps will be needed before a student starts to use the recorder. Though at intervals, the teacher should make his own check to see that each student is actually doing what he was able to say.

10. Stress must be laid right from the beginning on the importance of taking good care of electronic equipment, being careful in the handling of it, etc.

11. Some students will get so good at using the recorder and have enough ability and skill so they can be shown how to change the tape and put in new batteries.

C. Some Problems in Using Portable Tape Recorders.

1. You will need to test the loudness wanted, the setting of the volume control at different distances and under different conditions.

2. It is usually better to record with as little volume as is needed to pick up clearly, and then turn volume up as needed for listening. This helps cut down on background noise.

3. Using the earphone during a recording will help in telling if sound is loud enough to be picked up on the tape.

4. If there is much background noise, it will be difficult to hear a conversation unless each person speaks directly into the mike at close range.

5. Tapes will begin to stick as it gets to be time for service and lubrication.

6. Usually there is a battery indicator on the machine. As batteries get weak, the volume will get less. Test for distance pickup as well as speaking directly into mike, if there is any doubt about how low the batteries are getting.

7. Unnecessary jolting or bumping while the recorder is being carried can make the reel of tape jump off its holder (Craig Machine). The machine will have to be opened and the tape reel replaced. A full tape can sometimes have a loop jolted loose. This, too, can cause the tape to become twisted and eventually keep the reels from turning.

8. In class, encourage the students to talk loudly during a group discussion. Unnecessary noise should be kept to a minimum. They will get good at this.

9. The small reels from the portable recorders don't work too well on a bigger machine. The speed may be the same, but the tape is lighter in weight, and doesn't run well.

Tape recorder, Contd.

10. You will need to do a good job of orientation, so students know that every time a tape is played on record, it automatically erases what was already on it. All tapes should be checked before they are reused, to be sure that nothing is erased that shouldn't be.

D. Examples of notes and check lists for student use.

1. What we need to learn.
   - a. How to run it.
   - b. How to check it out for a trip.
   - c. How to use it in a trip.
   - d. How to use it to practice for a trip.

2. Steps for using the tape recorder.
   - a. Plugging in the microphone.
     1. Be sure tape recorder is on "stop."
     2. Have word "up" on top of plug. Black plug is for mike.
     3. Make sure mike switch is on "Off."
     4. Plug mike into the black plug.
   - b. Plugging in the adapter.
     1. Plug adapter into wall plug.
     2. Check to see if work "up" is on top of red adapter plug.
     3. Put adapter plug into red socket on recorder.
     4. Turn adapter switch to "on."
     5. Check to see if red light on adapter is on.

   - c. Use of earphone.
     1. Use cottong and alcohol to wipe out and sterilize ear piece.
     2. Plug earphone jack into recorder.
     3. Put earphone into your ear.
   - d. To listen to recording for one person.
     1. Set it up as in steps for using the tape recorder.
     2. Turn lever to "play."
     3. Turn volume control up to 3 or 4.
     4. Turn mike switch to "on." Watch to see if tape wheels go around.
     5. Turn volume so you can hear easily and comfortably.
     6. When through, turn mike switch to "off" to stop it. Turn lever to "Stop" on the machine.
   - e. To listen to recorder for a group.
     1. Do not use microphone.
     2. Set volume control to about 5.
     3. Turn lever to "play." Adjust volume control.
     4. To stop it, turn lever to "stop."
   - f. To record (Rec).
     1. Push safety button. Holding it down, push lever over as far as as it will go, so it covers the word "Rec."
     2. Turn the "on" switch on mike to see if wheels go around with tape.
     3. Say, "Testing" and some numbers slowly. Watch to see if needle jumps as you talk. Turn mike switch to "off."
     4. Push lever over to rewind (REW). Let tape run back a turn or two.
     5. Move lever to "Play."
     6. Turn mike switch to "on." Listen in earphone to see if you can hear what you just said. Turn sound up so you can hear clearly.
     7. If you can hear it clearly, go ahead and record what you want to.
     8. Turn mike switch and lever to "Off" when finished recording.

g. Checking tape recorder out for a trip.
   1. Be sure lever is on "stop" position.
   2. Plug mike in, being sure "up" is on top of plug. Be sure mike switch is at "off."
   3. Clean ear plug with alcohol. Plug in earphone. Put earphone in ear.
   4. Hold safety button, push lever clear over to "Rec."
   5. Turn mike switch to "on." See if tape wheels go around.
   6. Turn volume control to 6. Speak directly into mike. Give name, date, where you are going.
   7. Turn mike switch to "off." See if tape wheels stop.
   8. Move lever to rewind position(REW). Let tape run backwards a little.
   9. Move lever to stop, and then to Record.
   10. Turn mike switch to "on" and listen to see if your words came through okay.
   11. Turn mike switch to "off." Leave mike plugged in. Put mike in its case or in your purse or pocket, still attached to recorder. Put ear plug in same place.
   12. Sling tape recorder over your shoulder. Hold it so it won't swing and bang as you walk.

h. Using tape recorder at interview, etc.
   1. Before you go in door, take earphone out and put it in your ear. You can tell from it if sound is loud enough.
   2. Get out mike, hold it in your hand ready to turn to "on." Turn it on briefly, and look to see if tape wheels go around. (The Record lever should be in the right position and the recorder set in your lap before beginning.)
   3. Turn volume control up as far as it will go. Recorder can be left over shoulder as well as in your lap.
   4. As soon as you c[illegible] anyone say anything, turn mike on. Leave mike on from then on, unless there is a long wait while the other person goes to get something. DO NOT TRY TO DECIDE IF YOU SHOULD BE RECORDING OR NOT. JUST RECORD ANYTHING THAT HAPPENS, INCLUDING THE PAUSES WHEN NO ONE IS SPEAKING. Be sure mike is turned toward the one who talks each time. Hold it as close as you can, to that person. Listen in earphone to see if sound is being picked up.
   5. Watch the tape to see when it is about to run out. Stop recording at end of tape. (NB. A few students can learn how to reverse a tape. Usually the interviews were much shorter than the one-half hour a tape ran. If on a trip that would be longer, two recorders were sent and used one after the other.)
   6. Turn mike switch to "off," and record lever to "Off." Put mike and earphone away.

i. Use same procedure as for real interview when doing a practice role-playing interview in class. The adapter is only for use when can sit down in one place and use tape recorder. On a trip you would not use the adapter. So don't use it in practicing for a trip.

HOW TO

How To Give A Teacher-Made Test. (Not A Pretest.)

1. Any points to be remembered should be written on the board, and copied in the students' notebooks. (See techniques as writing, under Writing Story On Board.)

2. Use outline form; use this step even if written as a group story originally.
   a. Teach students how to indent, how to use "capital" numbers (Roman numerals) and capital letters, then small numbers, etc. Indenting involves spatial relations, and for some students will need constant illustration at board and on a student's paper before they catch on.
   b. Show how indenting and the outline form helps in reviewing, because you can pick on any topic and see how it fits into the others, and what goes with it.

3. Make a study guide (or guides) where students will have to use this outline to fill in the questions on the study guide. (Makes them think about what they have written and gives them a review.) Try to keep same wording as on outline if possible. Keep in sequence.

4. From the study guide, make up a true-false test. In beginning, keep questions to same wording as in study guide, as far as possible. The test questions can get at ideas or applications of the facts in the study guides. In the beginning, keep pretty simple. A true-false test is the easiest for these students to take. And they can always guess!

5. Practice for the test by asking the study guide questions and seeing if they can answer from memory. Two students can work together and practice in this way, too.

6. After some of this practice, the students like a "Quiz Game;"
   a. Choose sides.
   b. Take turns answering questions; if right your side gets a point, if wrong, no point.
   c. Highest score wins, at end; keep score on board; use tallies (teach about making tally by five's).
   d. Must set the limits, and be strict: If anyone talks or gives any clues while own side answering, the other side gets a point. (Any kind of talking counts!) Watch the second hand on the clock. Get two minutes to try to remember a question if need or want it. (There is some sort of time-process that is at work here; a student will come up with the right answer if he looks off into space for a minute or two, where he can't answer right at all if has to do it right away!) There may have to be a rule about not repeating a question, if lack of attention is the problem; in any case, call the student's name before asking the question, since it is easy to get mixed up on whose turn it is next. There can also be a penalty point if the other side is trying to think of an answer and someone is making any kind of distracting noise.
   e. As answers are given, explain why they are true or false. This should be a reinforcement and extension of the concept, not just an answer.

7. There will be more review of the basic concepts behind each question if the questions are re-worded so a statement has to be made, not just a yes-no answer as with the true-false question. If a more complete answer is to be given, the scoring procedure would change. One or two points would be given to whichever side could give the correct answer after it had once been missed.

Teacher-Made Test, Contd.

8. Can give a practice test as a next step. Here, the students just do it on scratch paper, score own results, to see how many are missed. Teacher can get a census of number missing each question, as a measure of which ones still need review. This also helps pick out poorly worded and confusing questions, since the students will comment on the answers. As the answers are given, explain why the answer is true or false, as the question is written. Mix up the order of the questions, or some students will try to memorize the answers only. Also, can word a question so if it is true on the test, it is given in the practices as false, and vice versa.

9. When teacher and students think they are ready, give the test. Score on the regular percentage used in your school; after this much preparation, they can usually pass it. Or you should give a re-test after more teaching.

10. In giving the test:
    a. Spread out seats so cannot see another's paper easily. Keep papers covered.
    b. No talking as soon as papers are passed out.
    c. Put names at top of each page, and dates (in case of repeat).
    d. Teacher read each question twice (slowly). If student wants more repetition, raise hand.
    e. At end of each page, ask if want any question read again.
    f. At end of each test, ask if want any questions read once more (don't read any question more than once, though.)
    g. Insist on students reading along with you as you read each question, explaining that then they will know what the question says, and can read it over for themselves if they need to.
    h. As read, stress meaning of the question; be careful about giving clues, though, as to answer.
    i. Rules should include keeping eyes on own paper.

11. This procedure for testing will help the students learn how to take the standardized tests later. (Use of study guides, and reading for meaning apparently makes a difference in how well they can take a standardized test, too.) The procedure for a standardized test is different, no reading of questions to them; and it is usually timed, while here you will watch the slowest person to know when to go on to the next question.

12. After the tests have been corrected, hand them back, unless a lot absent, then wait until all have taken the test. Don't hand back if too many missed too many questions and need to re-teach and re-test, but go back and re-do the first steps in this testing procedure. When hand them back, review the questions. Before handing them back, do an item analysis (tallying how many missed, by each question), so you will know which ones they were having most trouble with, and can do some clarifying of concepts in this review.

13. Have students keep tests in notebooks, as a review for next test and for finals. Explain that next test will have at the end all the questions missed by more than just one or two people in this test, so they should learn what they missed, and know why it is right or wrong, since the questions may not be worded the same the next time.

14. With these students, a test should be a learning device, too. Also, the problem is to be sure you are testing on desired concepts, and not just on how well a student knows how to take a test; hence the steps to this procedure and the review, etc.

15. In all testing, stress the fact that we aren't so interested in what you don't know as in what you <ins>do</ins> know; so we don't have to keep reviewing and practicing in something you already know. This should be literally true, and takes some of the threat and fear of failure out of a testing situation.

16. Encourage the students to use the study guides for review at home, and the returned tests. If have good home-school coordination, the parents can be told when some homework study and drill is needed. Give plenty of time in class for pre-testing review and drill, however, for here is where you have a chance to find out mistakes in concepts, and explain why a thing is or isn't so.

17. If tests are given frequently, and are cumulative, in that concepts not known are repeated and reviewed until they are (if they are important enough to need knowing), they do not need to be too long. Eventually, though, one long test will be needed for validity, i.e., to be sure you know what you are testing and what they are learning.

HOW TO

How To Use An Outside Speaker.

Steps	How
1. Inviting the speaker.	1. Teacher needs to talk to him first. Should explain the need to keep vocabulary relatively simple, speak slowly, define any long words as you go. Usually just the explanation that they should talk to them as if they were talking to a person from another country who didn't understand English too well, will give them the needed picture.
2. Preparing the students for the speaker: orientation.	2. They need to know that he is coming. Some preliminary orientation should be given to them on the topic so there will be more understanding when he talks. The mind-set can be important, too.
3. Setting the limits.	3. This follows the regular procedure. Limits here would include discussion about what is polite and what is not polite. Need to talk about listening (including how-to). This is helped by looking at the person talking, etc. Think about what he is saying, raise hand if have a question, sit quietly, say hello when he comes, thank him when he leaves, etc.
4. Calling to confirm the time for the talk.	4. Teacher or students should do this. If students do it, they should go through regular procedure for confirming an appointment. (See Study Guides.)
5. Greeting the speaker when he comes.	5. One or more students should have been chosen to do this (usually ask for volunteers, or ask class who would be good at it,etc. Teacher may decide arbitrarily on a student who needs the limelight). He should be greeted at the door, the student should introduce himself, show him to where he should go, introduce the teacher and then introduce the speaker to the class. It will take role-playing and practice for all this, but can be kept relatively simple.
6. Listening to the talk.	6. The students and speaker should have been told that the students should ask questions if they don't understand anything. If this has been encouraged during the school years, usually the students will have questions about a word used, or something that was said. The teacher may need to ask for an occasional explanation or elaboration if something comes up that is too complex or new to the students.

Outside Speaker, Contd.

7. Making notes on the talk. Tape recording the talk.	7. Any talk of importance should be tape recorded for later review. The teacher can make notes on the board, or on paper, of words that will need later reinforcement, an outline of the talk, etc. If the speaker doesn't outline his talk on the board as he goes (if used to talking to high school students he may do it), the teacher may do it if it wouldn't disturb the speaker. Sometimes more advanced students can be encouraged to make notes, or to copy the teacher's so the board can be erased if necessary.
8. Saying thank you and good-by.	8. Class should do this, May need some preliminary coaching on just how you do this and what to say.
9. Follow up story.	9. The information from the talk needs to be reviewed and summarized. Follow procedure for writing group story in "How To" section. Individual stories could be done, if most of the information had already been covered. A copy of any stories should be sent to the speaker.
10. Thank you letter.	10. This can be done as a group story and copied to be sent or each student could write his own if the practice is needed. Or the class secretary could write it, with the teacher's help. The teacher should send along a P. S. or separate note giving special thanks and perhaps, some of the reactions of the students. (See "How To" for letter.)

HOW TO

How to write a story.

For students:

1. Tell what it was all about. Answer these questions:
    - a. When did it happen?
    - b. Who did it?
    - c. Where did it happen, or where did you go?
    - d. Why did you do it?
    - e. What did you do? (Give details; think what happened first, then wnat happened, then what happened, etc.)
2. What was good about it? What did you like best? Tell why; try to give more than one idea.
3. What wasn't so good? Why? How could we make it better?
4. What did you learn? What were you practicing?
5. What comes next; what is the next step; where do we go from here?
6. How do you feel about it? What do you think about it?

For teachers:

1. They will be at a loss for words; common complaint, "I don't know what to say," or "I don't know how to say it."
2. Start out by asking one of these questions. Then tell them to write down what they just said. Then ask the next question, etc. At the end, a child will have a story.
3. Explain that we only write what we want to tell someone. The easiest way is to work with a partner; have him ask the questions, you tell him the answer, and as he repeats it to you, write it down. If you say it out loud, it is easiest to remember, in the beginning.
4. After you have used the question-technique a few times, then it can be written down in the steps here, and copied in notebooks, put on a chart for referral, etc.
5. In writing a story, explain that you are after the ideas, that you will tell them how to spell any work they need to know. It helps to write on the board any word a student asks how to spell.
6. Gradually, begin to emphasize the sound of a word; by syllables, if the sounds fit those they have been learning in the Hegge-Kirk Rememdial Reading Drills, etc., or by the beginning sound if it is not spelled the way it sounds.
7. As they gain more experience, and writing comes easier, you can begin to put more stress on figuring out things like spelling, punctuation, grammar, etc.

How to write a story, continued.

8. After a few months, you can encourage them to use dictionaries to look up the spelling of words in which the first letter or syllable can be easily sounded out. Explain that if you know how it starts, and can find the next letter or two, that your eyes will usually recognize a word when you see it, so it is usually just a matter of going down the page until you see it. (They must have had some lessons in how to use a disctionary by then. Reference: Vasquez, E. Teaching Dictionary Skills (for Basic Dictionary of American English) N. Y.: Holt, Ronehart, & Winston, Inc., 1962.)

9. REMEMBER: In writing story, you want ideas; don't let them be handicapped by the mechanics of spelling, etc., until they have begun to get more skillful with the ideas. All such things as spelling, punctuation, etc., are secondary to simple communication in the beginning. Even handwriting should only receive enough stress to have it so the student can read his own writing.

10. Stories written by individual students should be duplicated, and used as a reading lesson by the whole class. There is not much point to writing a story if it is never read. A copy of these stories can be sent to the place they are writing about, with the thank-you note.

Conclusions and Implications.

In this exploratory study it proved feasible to use public and private facilities in the community as learning-stations so a secondary class of mentally retarded students could obtain practice in using the services provided.

The number and variety of stations used in this study only reflect its exploratory nature. Other types of learning-stations might be even more important in training for use of the community than some of those given here. Since there was a time limit on this study, a choice had to be made among many possibilities. The actual learning-stations used often were developed because they grew naturally out of a preceding activity. It is probable that the particular learning-stations in any school would depend on the type of community, the needs of the students, the availability of the stations, and perhaps the number of years a student might be able to participate in the program.

From the experiences of these students it can be concluded that a wide variety of learning experiences could be provided. Meaningful review and practice will help keep functioning level in the three R's high. There is no proof that such on-the-spot participation results in more learning than a simulated situation in the classroom, but interest and motivation were high, and observations and reports from the learning stations indicated that the students showed increasing development in self confidence, self reliance, in the procedure and use of the facilities, and ability to participate. Another possible clue to the value of this learning is seen in the comments of the people who worked with the students at different stations. They expressed a wish that more students could have this type of experience, because they felt it was not only useful for the students but would help eliminate some of the problems they had with people who used their services.

Successful use of this method required much preliminary preparation and learning. Much of the new learning was based on previous lessons in other years. In this sense, the learning-station experiences could be thought of as practice in applying skills and knowledge already learned. The procedure provided a real reason for review and further practice. It helped make learning more meaningful.

Preliminary training was given to these students in how to:

1. Use Study guides.
2. Role-play.
3. Participate in class discussion.
4. Help set the limits.
5. Use a portable transistor tape recorder.
6. Make different kinds of telephone calls.
7. Write stories.
8. Use a check list.
9. Evaluate an Activity.

10. Go on trips.

11. Work independently and with a partner.

12. Follow directions.

13. Answer questions or ask for service.

Other skills specific to certain learning-stations were practiced as needed. General orientation to the community was also part of the preliminary preparation. The method worked best when the students participated in the planning and evaluation. Also there were fewer problems when there had been a thorough discussion in advance of what they could expect to happen and how the new procedure would work. Each specific trip and learning-station also required its own preliminary orientation and preparation. Some overlapping in procedures would be part of the gradual progression in the learning, but the skills to be used might vary, and some details would be different in each situation. The first learning-station helps give experience in how to use the stations. More time should be taken in its development. After that, it is a matter of building on existing skills, gradually adding new experiences, and providing practice in the abilities for functioning in the community setting.

Twelve steps to the procedure were used in this study for all learning stations. The students needed to:

1. Learn something about the place to be visited.

2. Take time to plan, as a group, just what was to be done and how to do it.

3. Set up needed rules and regulations so they would know what to do and how to do it.

4. Make at least one preliminary trip to know where the place was and what it was like, using a study guide to be filled out at this station as a learning aid.

5. Practice until they could use any needed equipment.

6. Practice until they know how to use any social and/or communication skills.

7. Make the appointment when ready for the practice experience.

8. Just before leaving, have a final review of the limits and procedure and what they would need to take with them.

9. Make enough visits so they would know how to use the facility.

10. Take time after each visit to review what had happened, how it went and how it could go better.

11. Make an oral and/or a written report on the experience.

12. Write a thank-you letter afterwards.

Sending the students out in pairs seemed to work well with this class. It is possible that this method had something to do with the observed growth in self confidence in the students. But this sort of relatively unsupervised activity must be carefully structured and planned, with much emphasis on the techniques of setting-the-limits and evaluation, by both students and teacher. The process of setting-the-limits is not a static one. Its use in this learning-station procedure illustrates the principle of gradually extending the range of supervision and broadening the limits as the students prove able to function within previous limits. Frequent communication between teacher and people at the learning-stations is also needed. With review and evaluation by the teacher, students, and learning-station personnel, any problems will be discovered before they cause too much trouble.

The problems that came up were, in general, related to the students' handling of the situations, people they met, and themselves. Some of the students had trouble finding and using the stations. Some of them had so little experience that they did not know how to handle strangers who were interested, curious, or even in one case too friendly. They were not sure how to introduce themselves, have an interview, or ask or answer questions. And some problems were related to lack of business-like behavior, and undesirable interaction with other students.

Both the problems and their consequences would be minimized if none of the stages in the procedure were skipped. Especially important seemed to be orientation, planning, practice, setting-the-limits, and evaluation. The implication is that if this procedure with learning-stations is to be used, perhaps it should be started slowly, in the first years of high school. A whole year Conceivably could be devoted to preparation for use of just one relatively simple learning-station. Gradually the number and complexity of stations could be increased as situation-tests showed ability to function in the situations and use of the skills. There would be more need for this type of slow development if the students had not had earlier training in taking responsibility for themselves and their own learning.

It should be noted that even when there is only a gradual lessening of supervision and extension of limits, there will be a periodic need for intensive reinforcemtnt of the concept of the responsibilities of a good citizen. This is all part of the process of setting-the-limits. It is necessary because the experiences they are having tend to increase self confidence and initiative without necessarily increasing judgment. And part of the increasing complexity of the learning will involve having more than one pair of students at a learning-station at one time, with more opportunity for undesirable interaction. The advantages of having the students go on these trips without an adult along seemed to outweigh the disadvantages, both from a learning and motivation standpoint.

The practical, on-the-spot aspects of this approach to learning, and the interest and motivation it seemed to arouse in the students, would have direct implications for all educationally disadvantaged youth. It is likely that school might seem more meaningful to the potential dropout if he were doing his learning with things and situations instead of spending so much time behind a desk with a book. And such experiences would increase the range of experiences for the culturally deprived.

If education is seen as an on-going process from kindergarten to the end of school, with each level leading into the next, the possibility of extending this idea of community learning-stations to all levels of education should be investigated. One problem would be to determine just what contacts with the community would be useful at each age. Another problem would be to determine how the steps in the process could be broken down even further, so that younger students could take them one at a time. Relatedto this would be the problem of just what kinds of experiences in the primary and elementary grades would lead into and contribute to this kind of learning experience.

It seems likely that the procedure could begin in even the primary grades with school and neighborhood trips. Then use of a simple learning-station to fit their needs, such as mailing a thank-you letter or buying an article in a store could be done as a group project. The process could proceed in stages up to full-time, more independent participation in high school, with more complex situations.

This preliminary study only showed that the method was feasible, indicated some of the steps that were involved, and helped in delineating the methods and techniques used with this particular class and teacher. Further research is needed to determine just how much and in what ways the method contributes to the students' learnings. It may be that the out-of-class learning is not the best situation for some students. It may be over-stimulating for some, with too many stimuli inpinging all at once for best functioning or learning. Perhaps some may be in the absorption stage of learning something like reading, and should have a program with more academic emphasis. Since the procedure is complex, it is conceivable that much if not all of the desired learning could be done more easily in the classroom under a simulated, role-playing set up. As long as there are questions about transfer of learning, this type of on-the-spot learning would seem to have advantages. And yet so few of these students needed to repeat the interveiws that is was obvious the preliminary classroom practice had been worthwhile. Whether interest and motivation would be maintained at as high a level without participating in the real situation, and whether there would be the same observed growth in self-reliance are questions that can only be answered by use of control groups in further research.

One last point should be mentioned. Since the student has to do the learning and the teacher's role is, basically, one of planning and facilitating this learning, the more active and involved a student can become in his own learning, the better. By the end of the year of this study, the classroom had become only a temporary stop-over or work room. Rarely were all the students present at once, and then they would all be working on different things. The real learning was going on out in the community. The teacher was mostly a resource person, ready to give help if needed, but often, just observing and encouraging. By the time a boy or girl is out of school, if he has not learned how to carry on his own learning whenever the need comes up, he is apt to have troubles in adjustment and progression in his work and family life. If this method of teaching did nothing else than produce the type of situation that existed in this classroom at the end of the year, it would seem to be well worthwhile.

Summary

This was a study to explore the feasibility and methods for setting up learning-stations out in the community to give practice in using community resources. In a combined curriculum and teaching guide, use of five learning-stations were described in detail: two public utility offices, a department store, an employment office, and the post office. Use of eight more community facilities was described briefly: a stationery store, navy recruiter, draft board, library, savings and loan company, county health department, county fair, and a hospital and health exhibit.

The methods seemed feasible and of value to the students. Successful use of the stations required much preliminary preparation and learning. The teacher had to make arrangements for use of the stations. The students needed preliminary training in how to use the stations and in the skills that would be needed during the practice. This preliminary preparation and training were needed for each specific learning-station experience, as well as a more general orientation for the procedure as a whole. Thirteen steps or stages to the procedure, that were general to all learning-stations, were described.

Going in pairs without direct adult supervision seemed feasible and practical, but needed careful preparation, and on-going evaluation and reinforcement of rules and limits. Problems developed for the students in handling the situation other people, and themselves. There were fewer problems if none of the steps in the procedure were skipped. Probably, the procedure should be developed slowly, over the four years of high school.

One implication was that the procedure seems promising for other types of educationally disadvantaged, especially the culturally deprived and potential dropout. Another possibility that was discussed was starting the procedure in the lower grades and proceeding in stages to full participation in the high school. One of the advantages to this method was that the students became actively involved in their own learning.

More research is needed, to test the values and contributions of this procedure. A related area of needed research is the possible influence of learning to use community resources as an aid in adjusting to life at home and on the job.

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APPENDIX

Examples of Study Guides. (Department Store)

Two examples are given here. One is an office and one a department store. The office guide is an example of things-todo. The department store is an example of what seemed to be a very complex situation. This situation appeared to be simplified when the sketch maps were developed, and the techniques explained and practiced by the students. (A copy of one sketch map is included). Even then, repeated trips were sometimes necessary before a student felt he really knew how to find what he wanted in the store.

Leask's Study Guide: Main Floor

1. As you come in the front door, what department is no. 1 on your sketch map (see list of departments, for names). It is on your right.
2. On your left, what is department no. 2, on your sketch map?
3. What is department no. 3?
4. What small department is no. 4 on your sketch map, just between no. 1 and the shoe department?
5. What words are written on the wall at the back of the shoe department?
6. What does the sign-board by the elevator tell about?
7. What is just before the elevator, and behind it? What direction, up or down?
8. As you come out of the elevator, what are you looking at, clear across the room?
9. What is department 6 on your sketch map, just by the elevator aisle?
10. Is the aisle to the door clear, or does it have sales counters in it?
11. What are the two departments beyond the elevator, no.'s 7 and 8 on your sketch map?
12. Department 9 on your map has its name way up on the wall. What is it?
13. Department 10 has its name up on the wall, too; what is it?
14. What are the names of departments 11 and 12, up on that wall?
15. What is back in the far corner?
16. What is the check-out stand, or cash register counter next to? (in that corner?)
17. At the end of the main aisle, going into another room, is an office. What is it?
18. What is the department 13 in this same room?

Leask's Study Guide: Second Floor

1. On your sketch map, what is department 1 all along the elevator side of the upstairs?

2. Where does the "down" ramp lead?

3. What is department 2, at the end of the main aisle? (Names are on the walls, for all of the departments on this floor).

4. What is department 3 on your map?

5. What is department 4?

6. What is department 5?

7. What is department 6?

8. What is department 7? Write down the names of three things sold there:

   ________, ________, ________

9. What is department 9?

10. What is department 10?

11. Go up the ramp into the next part of the 2nd floor. What is on the sign that sticks out into the aisle?
    What does this mean? (Don't go look, if you are a boy; ask somebody!)

12. What do we call the big clock at the corner marked X on your sketch map?

    G__________O__________

13. What do they sell in this section?

14. What do they have a lot of, all around the floor, that weren't out in department 1?

15. Go down the ramp to the Mezzanine floor: What is the department to your right, all on the side of the room?

16. What department is the cash register desk by?

17. What is department 4 on your sketch map?

18. What is department 3?

19. What is department 2, right to the left of the ramp?

20. What do they sell way at the back of department 2, by the stairs?

Leask's Study Guide: Downstairs

1. Go down the stairs. What is on the landing of the stairs?

2. What kind of flowers are just to the left of the stairs? Potted plants
   artificial flowers fresh cut flowers funeral wreaths
   (Underline one)

3. On your sketch map, what is at no. 2?
   What else does it say they do?

4. What is to your right, as you come off the stairs? rest rooms
   plumbing shop cash register desk manager's office (underline one).

5. What name is on the wall for department 2?
   Write down two things they sell here.

6. What is department 3 on your sketch map?

7. Are these small or large ones?

8. What is department 4 on your map?

9. What is department 5 on your map?

10. Write down the names of three things sold in department 4.

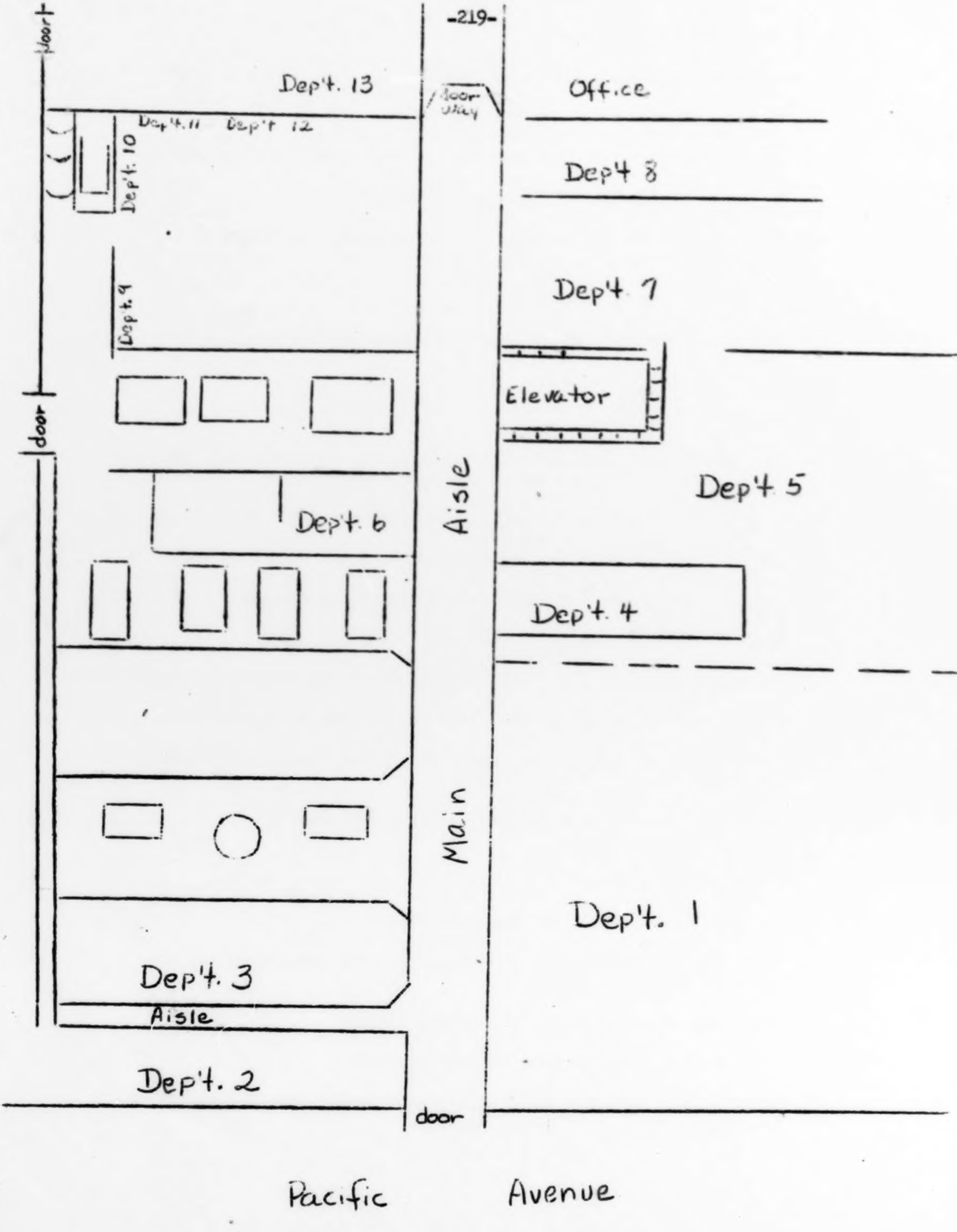
11. You have to go into a kind of little room to see the name in department 6. Be careful not to knock anything off the shelves. What department is this?

12. Name one thing in department 6.

13. What is department 7?

14. What is this?

15. Where is the elevator, on this floor?
    Now you can take a ride in the elevator, so you can write about it in your story.


door
Dep't. 13
Door-way
Office
Dep't. 11
Dep't 12
Dep't. 10
Dep't 8
Dep't. 9
Dep't 7
Elevator
door
Dep't 5
Dep't. 6
Aisle
Dep't. 4
Main
Dep't. 1
Dep't. 3
Aisle
Dep't. 2
door
Pacific Avenue

Study Guide: P G & E Trip.

I. Stop on the outside perch or hallway:

1. On the door, when is the office open?
2. If you don't come to this office, how could you place an order?
3. If the office is closed, how can you pay bills?
4. What sign on the place for paying bills tells how to get an envelope? (What does it tell you to do)?
5. Do it, and get an envelope.
6. Fill out the front of the envelope and fasten the envelope on to this page.

II. Inside:

1. On the wall is a big rack with books in it. Read the sign that tells how many to take and choose that many for your notebook.
2. What do they have in the big ash trays on the floor for safety?
3. Why do they put this in the ash trays?
4. Is there any place for customers to sit down and wait?
5. What do they have up on the walls?
6. On the wall by the book rack, what is the little framed picture about?
7. What is in the middle of the floor not too far from the counters?
8. What date does the calendar say? What is on both sides of the calendar?
9. What keeps people from walking off with the pens?

III. At the office windows:

1. Do people sit down to do their business?
2. What does the sign say on the window farthest away from the door you came in?
3. What does the sign say on the middle window?
4. What does the sign say on the last window?
5. Which window will you go to if you want to get the electricity or gas turned on?

Examples of Pretest Questions.

Since any test used would have to fit the specific materials and situations, only a sample is given here, to illustrate the procedure.

These next questions are true-false. Put an X over the right answer.

T F 1. There is a separate zip code for the post office boxes.

T F 2. The city of Santa Cruz has three different zip codes.

T F 3. You can only buy stamps at the PO if the windows are open.

T F 4. You can only mail packages at one window, usually.

T F 5. Mail is charged for according to how much it weighs.

T F 6. An alien is someone who is not a citizen of the U.S.

T F 7. Domestic postage is that for a foreign country.

T F 8. Anyone can rent a PO box who wants to.

T F 9. You have to sign for a registered letter.

T F 10. With COD, the only charge is for the cost of the package.

T F 11. It costs more to send a letter to a soldier overseas when you address it C/O the Postmaster.

T F 12. COD means "collect on Delivery".

T F 13. Money orders can be sent to people who don't live in this country.

T F 14. They may ask you what is in a package you mail.

T F 15. If you have a lot of letters being mailed to this area, you can tie them in a package (unwrapped) and drop them in the PO all together.

In this test, there is more than one answer given. Underline the answer you think is the right one, for each question.

1. General Delivery is: a. The general delivery that is made to all houses in town, b. A special delivery just to general stores downtown, c. A special time for delivering mail, d. Mail that you pick up at a window in the post office.

2. A money order is: a. A check you write on your bank, b. Like a check because the person who gets it can cash it, c. Only given to people who work at the post office, d. A way to save money.

3. The price of a regular letter is: a. 2¢ b. 4¢ c. 5¢ d. 6¢

11. The price of a regular post card is. a. 2¢ b. 3¢ c. 4¢ d. 5¢ e. 6¢

12. The price of our airmail letter is. a. 4¢ b. 5¢ c. 6¢ d. 7¢ e. 8¢

13. Savings stamps: a. are the same as postal savings, b. are special stamps that people who collect stamps get to save, c. are stamps you get to put in your bank book savings account, d. are stamps you get to save up for a government bond.

14. A package notice: a. means you have postage due on that package, b. means you have a package waiting for you at the Post Office, c. means that you owe money on the package, d. just tells you how large a package can be sent through the mail.

15. Money orders: a. have to be cashed at the bank, b. have to be cashed at any store,c. have to be cashed at a Post Office,d. have to be cashed at the place where you got them.

16. Which kind of service is not provided by our Post Office: a. information on maritime service, b. information on the community chest, c. information on peace corps tests, d. information on civil service tests.

17. When you insure a package, a. it is wise to insure it for more than it is worth so you can make some money if it gets lost, b. you insure it because so many of our packages get lost or broken in the mail, c. you can arrange to have the person who gets the package pay for the insurance, even though you put on the postage, d. you should be sure to get a receipt for the package andkeep it till the package arrives.